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ABSTRACT

The manual of policies and procedures covers special programs of the Ministry of Education in British Columbia. Noted in the introduction are ministry policies including mainstreaming, the use of the cascade model of service delivery, and the principles of least restrictive environment in student placement. Individual sections focus on the following program aspects: philosophy, goals, and objectives; service delivery model; branch organization and responsibilities; branch liaison; individual assessment/programming; program evaluation; special program funding; program guidelines and information; section 'F' funding for speech pathology; funding and placement policy--severely handicapped; interministerial policies; ministry policy; and the school act and regulations. Appendixes include the planning documents: "Comprehensive Planning of Special Education Programs and Services" and "The Prince William Model--A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children." (DB)

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SPECIAL PROGRAMS

International Year of Disabled Persons
1981
Année internationale des personnes handicapées

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

Division of Public Instruction
SPECIAL PROGRAMS
MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

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MANUAL AMENDMENTS

Date	Amendment No.	Reference	Amended By

INTRODUCTION

INTRODUCTION

In British Columbia, as a matter of public policy, every child is entitled to an education. The Ministry of Education is the major agency through which the Government implements this policy. Specific responsibility under Section 155 of the School Act rests with locally-elected Board of School Trustees of the district in which the child is resident. The Act requires each school board to provide the basic educational program in a variety of settings, using teachers on either regular or special assignment.

Wherever possible, educational opportunities should be provided by the usual method of enrolling a child in a school and in a program since there is immense value to be derived from having a handicapped child participate in some of the activities of a regular classroom. Not only does the child benefit, but so do his peers. When it is not possible, alternate strategies must be developed.

The Special Programs Branch supports realistic and practical application of the enclosed "cascade model of service delivery to exceptional children" based upon philosophy, goals, objectives and comprehensive plans for special education.

The Special Programs Branch supports placement of exceptional children according to the least restrictive environment according to the needs of the child. The environment must be dynamic within available resources.

This manual is intended to assist those whose task is to develop, implement, modify, assess and monitor programs and services for exceptional children. It should be noted that the Branch is aware of a contradiction related to the philosophy and the guidelines for funding programs. Nevertheless, we must present the funding guidelines in a categorical manner in order to secure the necessary resources. The Branch is continuing to examine funding systems in an effort to come up with a system which is more compatible with the elements of the philosophy related to labelling and categorization.

We have made some revisions to the manual based upon field input and we have introduced some new sections. It is our intention to continue to revise the manual periodically and to send out manual updates.

Again we would like to acknowledge the contributions of various committees, those school districts who have so willingly shared information and those groups who so kindly offered their suggestions thereby contributing to the production of this document.

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PHILOSOPHY, GOALS AND OBJECTIVES

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SPECIAL PROGRAMS BRANCH

PHILOSOPHY OF SPECIAL PROGRAMS/SERVICES

INTRODUCTION

The Special Programs Branch shares the general philosophy of the Ministry of Education.

In addition, it is important that the Special Programs Branch articulate a statement of beliefs from which goals and policies for the Branch may be developed and directions set for the school districts of the Province to assist in the provision of programs for exceptional children.

The challenges of providing special programs and services are multiple and complex. Many interest groups, such as the parents of handicapped children, community organizations, provincial organizations, as well as studies at both provincial and national levels, have raised many issues with regard to the kinds of services that should be provided.

In our contemporary society, the formal aspect of education has become so important that it has been accorded the distinction of being a basic human right. There is a general belief that all democratic societies should provide educational opportunities to all children regardless of their potentialities in making a significant contribution to those societies.

Children with unusual learning needs all require "special programming" or "special services" if they are to assume their rightful place in our society. Exceptional children, like all children, require a stable and supportive home situation, wholesome relationships with the community and the opportunity to see themselves and others in a healthy manner. In order for such children to develop optimally it is essential that these needs be met.

The philosophy and goals presented here are an attempt to clarify the basic commitments and responsibilities that the educational community has to its members. While the principles established are applicable to all children, the main focus is on those children with exceptional needs.

PHILOSOPHY OF SPECIAL PROGRAMS

The general belief of the Special Programs Branch is that all children should be afforded opportunities to develop to their full potential. In addition, the Branch must act in accordance with existing legislation as set out in the School Act and Regulations. Further, it is the belief of the Branch that Special Programming is based on the assumption that every child has the fundamental right to an education regardless of the degree of the child's potential for making a significant contribution to society. In addition, the Branch believes that each student, through acquisition of knowledge, essential skills and positive attitudes can develop into a self-actualizing, self-respecting individual, capable of making a real contribution to the quality of human existence. The Branch also believes that the education of students is a shared responsibility between the Ministry of Education, Boards of School Trustees and parents, with each holding primacy for some areas of the child's education while mutually sharing responsibility in other areas.

It is the belief of the Special Programs Branch that responses to exceptional children should be concerned with decisions about the education of children in terms of carefully individualized procedures that are explicitly oriented to children's developmental strengths and needs rather than the generalized labelling or categorizing of children which tends to lead to assumptions that all children within a category are alike and have similar needs. The Branch believes that special programs should be created on the basis of educational needs rather than on the basis of the kind of children served and that program categories be designed and utilized rather than child categories.

The particular belief of the Special Programs Branch is that the fundamental purposes of special education should be the same as those of regular instruction: the optimal development of the individual as a skillful, free, and purposeful person, able to plan and manage his own life and to reach his highest potential as an individual and as a member of society. In addition, special education should function within, and as an integral part of, the regular public school framework. The Branch believes that children with special needs should be provided services within the framework of general education and that children should receive such services in the least restrictive environment in an effort to control learning variables that are critical to the achievement of specified learning goals. Further, the Branch believes that the program offered in Special Education should be based on the regular school curriculum with modifications as necessary to meet the unique needs of each student.

Specifically, the Special Programs Branch believes that all exceptional children should be provided with planned experiences so that each child, to the extent of his/her capacity, may:

- experience success, acceptance and develop a sense of worth
- develop respect and tolerance for others
- enjoy the act of learning as a life-long process
- acquire, use and master communication and computation skills
- develop critical and creative thinking abilities
- acquire knowledge and skills in the recreational, physical and cultural domains
- acquire knowledge and necessary skills to function effectively in a complex society
- develop the ability to cope with the changing demands of society

GOALS OF SPECIAL PROGRAMMING

The major goal of special programming is to provide continuous quality programs designed to meet the unique needs and exceptionalities of all exceptional children in as normal an environment as possible.

All efforts related to special programming carry the responsibility for commitment to the total child to strengthen the normal aspects of his/her development and to provide for each child's abilities and needs.

All efforts related to meeting the needs of exceptional children carry the responsibility of attempting to meet the goals and objectives of general education as set out by the Ministry of Education and the school system. There are, however, additional goals which should be emphasized:

1. To foster, for exceptional children, the recognition that exceptional children are first of all children, and hence can profit from a continued association with all children.
2. To foster, for exceptional children, the provision of the least restrictive and least segregating environment which results in as normal an educational experience as possible.
    - 2.1 To ensure provision for a continuum of educational settings appropriate to the changing needs of individual children.
    - 2.2 To foster the provision of a continuum of services varying in the degree to which children are removed from the regular class.
3. To provide exceptional children with the basic rights of education commensurate with their capabilities and needs.
    - 3.1 To provide educational opportunities for exceptional children notwithstanding:
        - 3.1.1 Socioeconomic status.
        - 3.1.2 Cultural or racial origins.
        - 3.1.3 Physical capabilities.
        - 3.1.4 Intellectual capabilities.
        - 3.1.5 Emotional capabilities.
        - 3.1.6 Geographical location.
4. To encourage and promote the development and provision of special services and programs which accommodate the strengths and needs of students and which take into account functional level of the children served.
5. To foster the total development of all children by adapting the school system to their needs.
    - 5.1 To enlarge the capacity of the school system to serve educational needs.

5.2 To attempt to understand and serve the individual needs of exceptional children as well as those more easily accommodated in the educational system.

5.3 To create and maintain a total educational environment suitable for all children in cooperation with other agencies and the home.

6. To encourage the development and provision of adequate educational support services in the schools of the Province.

6.1 To maintain and encourage the development of high standards of curriculum for use in special programs.

6.2 To encourage and maintain the utilization of the Core Curriculum of the Ministry of Education with appropriate modifications for meeting the needs of all exceptional children.

6.3 To foster an awareness in others of the needs and abilities of exceptional students in order to make them accepted members of the community.

6.4 To ensure that all exceptional children receive the best professional services available.

6.5 To ensure that qualifications of special education teachers are constantly strengthened in accordance with recent educational developments.

6.6 To ensure that authorities responsible for setting standards for teacher qualifications recognize that a competent teacher of exceptional children must also be able to demonstrate competency in regular education teaching, and that special education teachers require additional preparation and training.

6.7 To ensure that inservice education be constantly available to teachers of exceptional children so that they may keep abreast of new knowledge and techniques in their very sensitive field.

7. To encourage the provision of an active program of preparation and support to all teachers so that as many exceptional students as possible may remain in regular classes or return to regular classes from special programs.

8. To promote and establish good working relationships with parents and community agencies so that services on behalf of exceptional children are cooperative and coordinated.

9. To assist the total educational community in accepting the responsibility for preparing itself for maximum acceptance of children with a wide range of individual differences.

10. To promote and encourage other agencies and ministries to provide essential non-educational support services for all exceptional children.

SPECIAL PROGRAMS BRANCH

GOALS/OBJECTIVES

1. To assist school districts in identifying children who require special programs and special services.
2. To assist school districts in the provision of all necessary special services and special programs.
3. To establish regulations and guidelines pertaining to the education of exceptional children.
4. To establish implementation guidelines and facilities specifications for special programs.
5. To assist in the establishment of certification requirements for personnel providing services to exceptional children.
6. To provide assistance to school districts in implementing and operating educational programs for exceptional children.
7. To review and approve implementation and operation of education programs for exceptional children to ensure accountability to established standards and guidelines.
8. To receive, disburse and administer provincial funds designated for education of exceptional children.
9. To serve as the advocate for special programs in the Ministry of Education and the Provincial Government.
10. To inform school districts, parents, and other agencies of the content and implications of the existing legislation pertaining to the education of exceptional children.
11. To perform Provincial planning for educational programs and services for exceptional children.
12. To develop the necessary procedures, guidelines, forms, and instruments to implement Ministry of Education policies and Provincial legislation governing the education of exceptional children.
13. To encourage school districts to develop comprehensive service and program plans to serve the needs of exceptional children.
14. To monitor special programs to assure compliance with existing legislation, procedures, guidelines and policies.

15. To monitor program trends in British Columbia and provide leadership and consultation in the improvement of standards of practice.

16. To maintain summary information on special programs in the Province.

17. To disseminate information concerning educational programs for exceptional children to interested agencies, organizations, and individuals.

18. To review and recommend action on the certification of special education teachers and other specialized personnel providing services to exceptional children.

19. To serve as liaison with other ministries, parent and professional organizations, and other private agencies serving exceptional children.

20. To serve as liaison with colleges and universities preparing personnel to work with exceptional children.

21. To maintain close liaison with other Ministry Branches within and without the Division in order to ensure that the interests and needs of exceptional children are reflected in Ministry programs.

22. To encourage the provision and development of appropriate curriculum adaptations and specialized materials for special program teachers and exceptional children.

23. To encourage the provision and maintenance of environmental conditions in the schools of the Province that are most conducive to the growth and learning of children with special needs.

24. To foster the professional development of special program teachers and administrators in the school districts of the Province.

PROGRAM AND SERVICE DELIVERY

INTRODUCTION

Special Programs should be an integral part of the total educational enterprise within a school district, not a separate component. It should be a means of enlarging the capacity of the system to serve the educational needs of all children.

Under suitable conditions, special programs within the regular classroom of the home school can provide the optimal opportunity for many exceptional children. Special programming must acknowledge the fact that exceptional children have varying degrees of exceptionality as well as divergent levels of educational achievement. When integration of the exceptional child in a regular class setting is possible and profitable for the individual, it should be the predominant mode of education. However, for the severely handicapped, or in situations where appropriate adaptations are not supported or implemented by regular education, special classes provide a feasible alternative to guarantee the handicapped child the greatest developmental opportunities. In some instances there are advantages to identification with a group of similarly disabled individuals. To some extent, this group identification does offer protection from the conflict, anxiety, frustration and disappointment which can result from trying to compete with and gain acceptance from the more able majority.

The goal of special programming is to provide as much integration of exceptional children with the rest of the school population as possible. This reflects the principle of placement in the least restrictive environment. The rationale underlying this goal is that the exceptional child is first of all a child, and that he can profit from a continued association with children who are not considered exceptional.

Consequently, the system for the delivery of special programs and services should enable the incorporation of special help and opportunities, provided in a variety of settings. Some of the specialized services that may be essential if exceptional children are to attend school include the provision of transportation facilities, functional architectural environments, personalized equipment aids, individualized instructional programs and special education and support personnel. Vigorous efforts are necessary to provide exceptional students with vocational education, placement services, employment counselling and work experience.

The current trend has been to develop special programs and special services at local levels. Special programs for small numbers of exceptional children may seem impractical but can be made possible by innovative approaches, the use of available regular and consultative personnel and the establishment of regional programs with several participating school districts.

Those involved in meeting the needs of exceptional children must seek to be highly flexible in the provision of programs and services and the use of technology and techniques to meet the changing needs of exceptional children. School administrators and special program teachers have particular responsibilities for sustaining their professional awareness and development as a basis for changing programs to meet changing needs.

ADMINISTRATION

The system of organization and administration developed for special programs/special services should be linked with regular education:

(a) to increase the capability of the total system to make more flexible responses to the changing needs of individual children and to the changing conditions in the schools and society.

(b) to permit all elements of the system to influence the policies and programs of the others.

Education for exceptional children should provide an administrative organization which will facilitate for exceptional children the opportunity to achieve the educational goals defined for all children. This purpose can be achieved through structures that are sufficiently compatible with those employed by regular education.

The responsibility for administering special programs/special services should be clearly defined so that accountability for service effectiveness can be maintained. When services essential to the improvement of a child's condition are delivered under several administrative auspices, as is so often the case with handicapped children, the agent or agency responsible for treatment needs should be clearly defined at every level to produce the most effective outcomes for the child.

The major functions commonly assigned to administrators of special programs/special services include the following:

(a) Establishing and maintaining effective ways of identifying children with special needs.

(b) Assessing the special needs of children to determine what kinds of special programs and services should be provided for them.

(c) Planning and organizing an appropriate variety of interventions or program alternatives for exceptional children.

(d) Marshalling the resources needed to conduct a comprehensive program.

(e) Using direction, coordination and consultation as required to guide the efforts of all those who are engaged in meeting the needs of exceptional children.

(f) Conducting evaluation and research activities to reflect new emphasis and to incorporate new knowledge to constantly improve special programs and the quality of special services.

(g) Involving community representatives in planning programs to ensure their understanding and support.

(h) Conducting programs for staff development, such as inservice or continuing education programs.

STRUCTURE

Education for exceptional children may take many forms and can be provided within a broad spectrum of administrative arrangements. Agreement is general that the children with special educational needs should be served in regular classrooms and neighbouring schools insofar as these arrangements are conducive to good educational progress. It is necessary sometimes, however, to provide special supplementary services for exceptional children or to remove them from parts, or all of regular programs. Sometimes it is even necessary to remove some children from their homes and communities for placement in residential schools, hospitals, or training centres. Even when residential school placement has been made, it is desirable that the children attend local community schools for part of their schooling. Under such programs it should be essential that the local schools be fully willing to accept these children.

Special programs and services should be arranged for exceptional children whenever feasible to protect the stability of the home, school, and community relationships and to enhance the self-concepts of exceptional children. Special program placements, particularly those involved in separation from the community, school, and home life, should be made only for compelling reasons after careful study, and with the assurance that the placement is the least restrictive placement for the child.

Special programming is not and should not be used as a residual operation or catchall for children who are difficult to teach.

Because of rapid changes in developments and the environmental factors that influence the characteristics of children and the conditions of their lives, special programs should maintain a flexibility that permits them to adapt to changing requirements.

SERVICE DELIVERY - COORDINATION OF SERVICES

Many children and their families need coordinated services in the areas of health, recreation, and welfare, as well as in education. The achievement of coordinated child-centred and family-centred services is difficult because of the fragmentation of responsibilities for those services among many agencies and professions.

Exceptional children and their families require the services of many agencies to deal with their various needs. In most cases the efforts can be made more effective through a cooperative interagency and interdisciplinary approach. A primary function of special education must be the liaison with other agencies and organizations. This approach will not only encourage a consistent effort on the part of all concerned with the child's education and development but will provide for joint establishment of the priorities and respective responsibilities for meeting these needs.

In cases where the schools and other agencies enter into joint agreement to combine their resources and efforts in one facility or program, it is essential to ensure that all participants in the agreement meet their legal and other responsibilities.

The field of special programming probably has more participation in program planning and policies by citizens-consumers than any other aspect of education. This experience confirms the value of parent and community voices in program development. It is both a desirable goal and a necessity that education leaders should continue to seek expanded opportunities for the involvement of parents and other community representatives in all phases of programs for exceptional children.

Special programs and special services should be joined with other child and family assistance programs of the community in order to provide exceptional children and their families with all needed services on a fully coordinated, effective, and efficient basis. Complex factors that condition what and how well a child learns in school are his health, physical condition and influential aspects of his non-school environment. Consequently, special programs should be coordinated with Health, Human Resources and other public services to serve the full scope of the child's needs. All programs should be conducted with sensitivity, and with the cooperation of the child's parents.

As long as exceptional children need comprehensive services, schools should be actively concerned with the problem of how such services can best be provided. Because the availability of comprehensive services is related to the purposes of education for exceptional children, schools should be prepared to go beyond their traditional role as coordinators or users of other community services and at times lead the way in fostering the development of new and experimental forms of comprehensive child and family services.

Through consultation parents should have access to all available and necessary information in order to be able to make optimal decisions about the child's education and to fill the family's obligations to the child. Because wholesome family relationships are vital requisites to the child's educational development, the school should establish mechanisms to provide adequate counselling and family services to ensure that parental participation in the decision-making processes be on an informed basis. More broadly, the school should establish whatever structures are needed to create a genuine partnership with parents and community organizations in designing and implementing educational programs.

SERVICE DELIVERY MODEL

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SERVICE DELIVERY MODEL (HISTORICAL)

The history of the education of exceptional children can be related in terms of a trend that can be described as progressive inclusion. In a period of less than one hundred years exceptional children have come from total neglect, first into residential settings, then into isolated community settings, mostly in the form of special schools and special classes for a specific category of handicap, and now into an assortment of integrated or semi-integrated arrangements for many children. This movement of special education toward integration is not unique to British Columbia or Canada. There appears to be basic forces at work supporting the continuing trend toward more proximal arrangements for the education of children with exceptional needs.

In the 1960's there emerged an administrative model for the organization of special education. It has been described as a cascade or continuum of services model. The concept of a continuum of educational services is based on the belief that considering the wide range of types of handicapping conditions, the varying degrees of severity, and the fact that students will need different amounts and types of assistance at various age levels, many different combinations of assistance may be required.

The most common organizational schemes for special educational programming are the Reynolds model (1962), and Deno model (1970). Although the cascade model is oriented to the location of special education programs the only reason for providing the diversity in administrative arrangements is to enable a school district to develop and schedule a wider variety of instructional programs.

Following criticism of and experience with the original cascade of services, changes have taken place in the model. Now, there is a growing recognition that not all specialized instruction needs a special place. There has been a realization that education settings, both physical and social, must be diverse and reflect as far as is possible real life situations.

The Instructional Cascade (Reynolds and Birch, 1977) proposes that regular classes be made more educationally diverse reducing the need to develop and use separate specialized educational environments. Regular schools and classes should have diversified staffing and should offer many forms of individualized programs so that a wider variety of students can be accommodated The instructional cascade puts first priority on moving specialized instruction into regular classroom settings. In this cascade both specialized and limited programs have been included. Children are moved to specialized environments only for educational purposes.

A view taken is that most students should begin their formal education in regular classes with special help. Children should be moved to specialized and limited settings when it is considered to be in the best interest of the child.

The instructional cascade model expouses several broad policies namely:

(a) to develop the capacity to conduct specialized forms of education in many settings, rather than in a few.

(b) to reinforce the consultancy role of specialists who must be prepared to share their expertise with other teachers, aides and parents.

(c) to develop school based responsibility for assessment, planning and instruction.

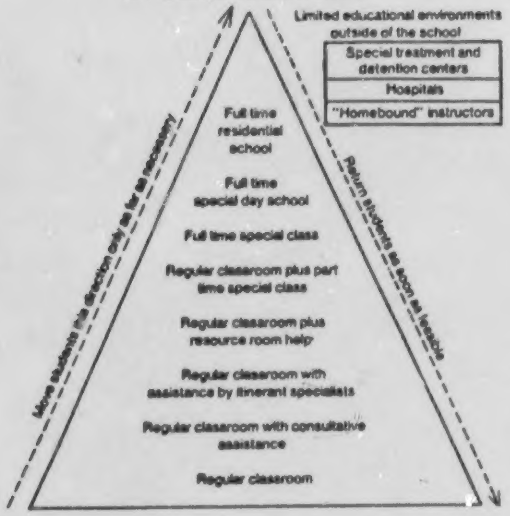
(d) to move towards a system of student descriptions based on instructional needs rather than in terms of abstract categories.

Figure 1, on the following page displays these service delivery models in chronological order from 1962-1977.

FIGURE 1

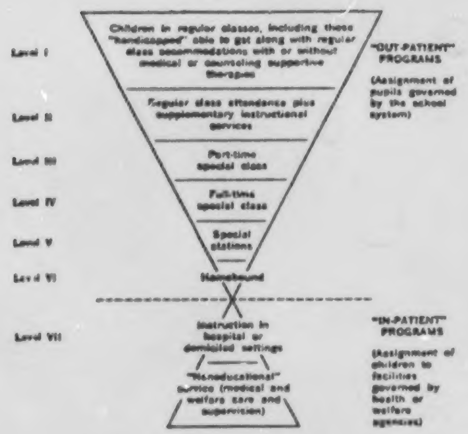
HISTORICAL PROGRESSION OF SERVICE DELIVERY MODEL

The Original Special Education Cascade


Limited educational environments outside of the school
Special treatment and detention centers
Hospitals
"Homebound" instructors
Full time residential school
Full time special day school
Full time special class
Regular classroom plus part time special class
Regular classroom plus resource room help
Regular classroom with assistance by itinerant specialists
Regular classroom with consultative assistance
Regular classroom
Move students this direction only as far as necessary
Return students as soon as feasible

(Reynolds, 1962)

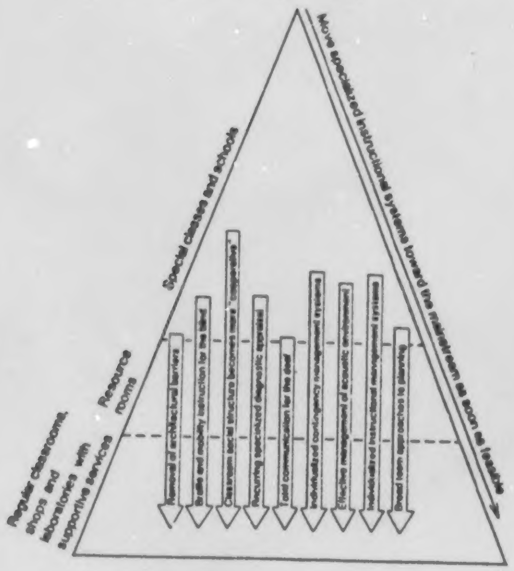
The Cascade System


Level I
Level II
Level III
Level IV
Level V
Level VI
Level VII
Children in regular classes, including those "handicapped" able to get along with regular class accommodations with or without medical or counseling supportive therapies
Regular class attendance plus supplementary instructional services
Part-time special class
Full-time special class
Special stations
Homebound
Instruction in hospital or domiciled settings
"Noneducational" service (medical and welfare care and supervision)
"OUT-PATIENT" PROGRAMS
(Assignment of pupils governed by the school system)
"IN-PATIENT" PROGRAMS
(Assignment of children to facilities governed by health or welfare agencies)

The cascade system of special education service. The tapered design indicates the considerable difference in the numbers involved at the different levels and calls attention to the fact that the system serves as a diagnostic filter. The most specialized facilities are likely to be needed by the fewest children on a long term basis. This organizational model can be applied to development of special education services for all types of disability.

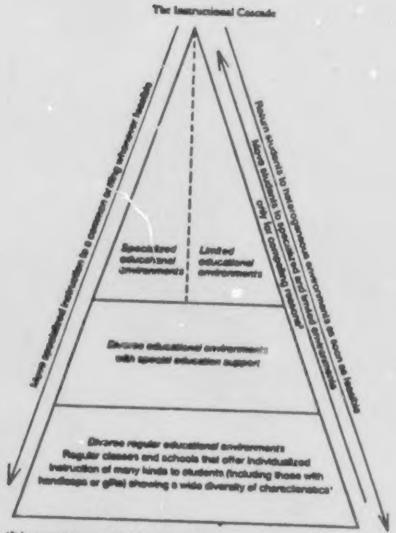
(Deno, 1970)

Changes Occurring in the Cascade (Fewer Specialized Places; More Diverse "Regular" Places)


Special classes and schools
Resource rooms
Regular classrooms, shops and laboratories with supportive services
Move specialized instructional systems toward the mainstream as soon as feasible
Removal of architectural barriers
Braille and mobility instruction for the blind
Classroom social structure becomes more "cooperative"
Recruiting specialized diagnostic appraisal
Total communication for the deaf
Individualized contingency management systems
Effective management of acoustic environment
Individualized instructional management systems
Broad team approaches to planning

(Reynolds and Birch, 1977)

The Instructional Cascade


Specialized educational environments
Limited educational environments
Diverse educational environments with special education support
Diverse regular educational environments
Regular classes and schools that offer individualized instruction of many kinds to students (including those with handicaps or gifts) showing a wide diversity of characteristics*
Move specialized instruction to a common setting wherever feasible
Return students to heterogeneous environments as soon as feasible
Move students to specialized and limited environments only for compelling reasons**

*It is assumed that no educational "place" is impervious to change and development and that through good efforts many of the varieties of specialized and intensive forms of education can be moved into a developing mainstream.

**However, as in the case of the original cascade, it is assumed that students should be removed from the mainstream only for limited periods and compelling reasons, that when in specialized and limited environments their progress should be monitored carefully and regularly, and that they should be returned to the mainstream as soon as feasible.

(Reynolds and Birch, 1977)

SERVICE DELIVERY MODEL

PLANNING FOR SPECIAL PROGRAMS/SERVICES

Educational planning is a broad, comprehensive process for designing, initiating, and evaluating necessary changes in the educational system. It is a continuous, long range activity whose major purpose is to establish program goals and objectives and mobilize human and material resources to achieve those goals and objectives.

In educational planning the art of establishing priorities is the key element. Problems must be analyzed objectively. Alternatives must be weighed and choices made with a sense of balance and continuity that is reflected in the budget.

School Districts are again encouraged by the Special Programs Branch to develop comprehensive plans for special programs/services. The endorsement of these plans by parents, teachers and trustees is seen as critical to the success of program initiatives.

Adjoining school districts are encouraged to cooperate and develop joint plans for the education of their exceptional students. School districts should work cooperatively with other agencies and boards to provide appropriate education for all students from the time they are eligible to enter the public school system. It should be recognized that educational services for some exceptional students may have to be delivered in conjunction with other ministries of government.

PROGRAM PLANNING FOR SPECIAL PROGRAMS/SERVICES

The Special Programs Branch has reviewed a number of planning guides and recommends for your consideration two useful publications namely:

- The Development of Comprehensive Programs and Services in Special Education. Department of Education, Province of Ontario, 1971.
- The Prince William Model. A Planning Guide for the Development and Implementation of Full Services for all Handicapped Children. National Association of State Director of Special Education. Washington,D.C. 1976.

RECOMMENDED SERVICE DELIVERY MODEL

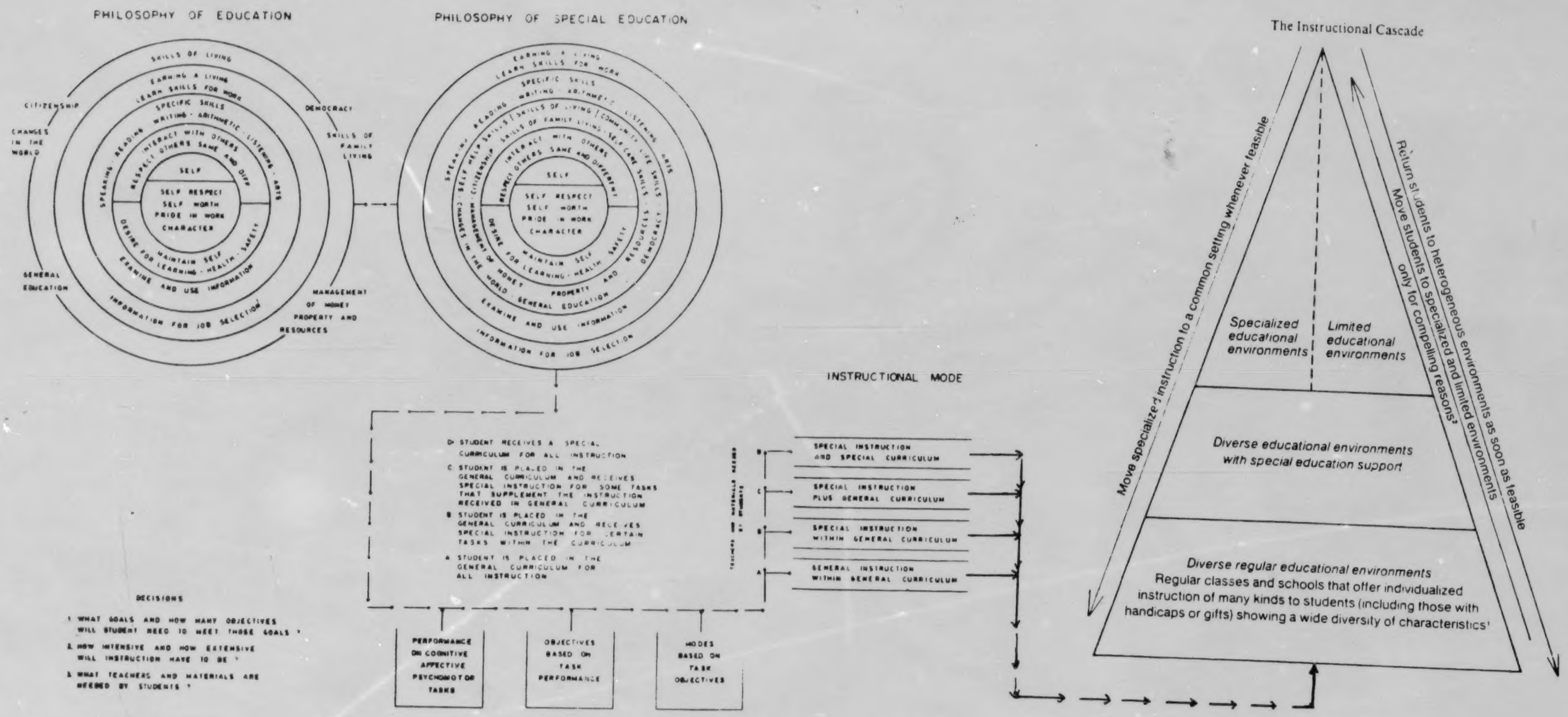
The Model on page 4.7 provides one way of organizing a continuum of service delivery. It allows for a variety of ways of serving exceptional children, extending from placement in a regular class, with no need for special education, to special education as provided in settings that may be the administrative responsibility of non-school agencies. But regardless of the placement setting and the administering agency, a free, full, and appropriate program of education must be provided under the regulatory responsibility and supervision, and meeting the standards, of the British Columbia Ministry of Education. How many children will need special education beyond the range of regular accommodations will be conditioned by the nature of regular provisions. The administrative structure must ensure that the definition of extraordinary service need is not made unilaterally by either the regular or special education agents. Because perception of abnormality is governed by what is perceived as "typical" or "normal" within the existing frame of reference, the decision system must provide for continuous appraisal of the legitimacy or reasonableness of the frame of reference employed in judging educational needs.

Programs designed for the purpose of providing educational opportunities for exceptional children and youth must not be viewed as static, for the end product must always be the exceptional child and his personal improvement. For this reason all programs must contain plans to evaluate their effectiveness.

The primary consumers of educational services, the children, should not be ignored as a valuable resource in the evaluation of the organization and the delivery of services.

FIGURE 2

SPECIAL PROGRAMS BRANCH RECOMMENDED MODEL OF SERVICE DELIVERY


PHILOSOPHY OF EDUCATION
SKILLS OF LIVING
EARNING A LIVING
LEARN SKILLS FOR WORK
SPECIFIC SKILLS
WRITING - ARITHMETIC - LISTENING - ARTS
SPEAKING - READING
INTERACT WITH OTHERS
RESPECT OTHERS SAME AND DIFF
SELF
SELF RESPECT
SELF WORTH
PRIDE IN WORK
CHARACTER
DESIRE FOR LEARNING
MAINTAIN SELF - HEALTH - SAFETY
EXAMINE AND USE INFORMATION
INFORMATION FOR JOB SELECTION
CITIZENSHIP
CHANGES IN THE WORLD
GENERAL EDUCATION
DEMOCRACY
SKILLS OF FAMILY LIVING
MANAGEMENT OF MONEY PROPERTY AND RESOURCES
PHILOSOPHY OF SPECIAL EDUCATION
EARNING A LIVING
LEARN SKILLS FOR WORK
SPECIFIC SKILLS
WRITING ARITHMETIC LISTENING ARTS
SPEAKING READING
SELF HELP SKILLS / SKILLS OF LIVING / COMMUNITY LIFE SKILLS
CITIZENSHIP
SKILLS OF FAMILY LIVING
SELF CARE SKILLS
INTERACT WITH OTHERS
RESPECT OTHERS SAME AND DIFFERENT
SELF
SELF RESPECT
SELF WORTH
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MAINTAIN SELF HEALTH SAFETY
MANAGEMENT OF MONEY PROPERTY AND RESOURCES
CHANGES IN THE WORLD
GENERAL EDUCATION
DEMOCRACY
EXAMINE AND USE INFORMATION
INFORMATION FOR JOB SELECTION
INSTRUCTIONAL MODE
TEACHERS AND MATERIALS NEEDED BY STUDENTS
D
C
B
A
SPECIAL INSTRUCTION AND SPECIAL CURRICULUM
SPECIAL INSTRUCTION PLUS GENERAL CURRICULUM
SPECIAL INSTRUCTION WITHIN GENERAL CURRICULUM
GENERAL INSTRUCTION WITHIN GENERAL CURRICULUM
PERFORMANCE ON COGNITIVE AFFECTIVE PSYCHOMOTOR TASKS
OBJECTIVES BASED ON TASK PERFORMANCE
MODES BASED ON TASK OBJECTIVES
The Instructional Cascade
Move specialized instruction to a common setting whenever feasible
Return students to heterogeneous environments as soon as feasible
Move students to specialized and limited environments only for compelling reasons²
Specialized educational environments
Limited educational environments
Diverse educational environments with special education support
Diverse regular educational environments

D STUDENT RECEIVES A SPECIAL CURRICULUM FOR ALL INSTRUCTION

C STUDENT IS PLACED IN THE GENERAL CURRICULUM AND RECEIVES SPECIAL INSTRUCTION FOR SOME TASKS THAT SUPPLEMENT THE INSTRUCTION RECEIVED IN GENERAL CURRICULUM

B STUDENT IS PLACED IN THE GENERAL CURRICULUM AND RECEIVES SPECIAL INSTRUCTION FOR CERTAIN TASKS WITHIN THE CURRICULUM

A STUDENT IS PLACED IN THE GENERAL CURRICULUM FOR ALL INSTRUCTION

Regular classes and schools that offer individualized instruction of many kinds to students (including those with handicaps or gifts) showing a wide diversity of characteristics¹

DECISIONS

1. WHAT GOALS AND HOW MANY OBJECTIVES WILL STUDENT NEED TO MEET THOSE GOALS ?
2. HOW INTENSIVE AND HOW EXTENSIVE WILL INSTRUCTION HAVE TO BE ?
3. WHAT TEACHERS AND MATERIALS ARE NEEDED BY STUDENTS ?

BRANCH ORGANIZATION AND RESPONSIBILITIES

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A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

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Jericho Hill School for the Deaf 5.6
Provincial Coordinator of Programs for the Visually Impaired 5.7
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Provincial Director of Indian Education 5.10
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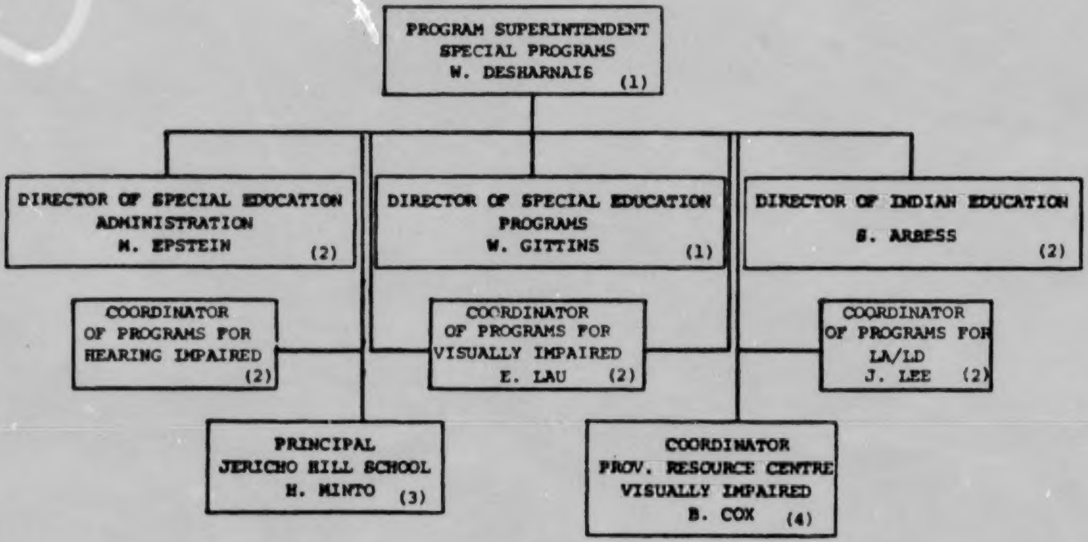
SPECIAL PROGRAMS BRANCH

ORGANIZATIONAL CHART


PROGRAM SUPERINTENDENT
SPECIAL PROGRAMS
W. DESHARNAIS (1)
DIRECTOR OF SPECIAL EDUCATION
ADMINISTRATION
M. EPSTEIN (2)
DIRECTOR OF SPECIAL EDUCATION
PROGRAMS
W. GITTINS (1)
DIRECTOR OF INDIAN EDUCATION
S. ARBESS (2)
COORDINATOR
OF PROGRAMS FOR
HEARING IMPAIRED
(2)
COORDINATOR
OF PROGRAMS FOR
VISUALLY IMPAIRED
E. LAU (2)
COORDINATOR
OF PROGRAMS FOR
LA/LD
J. LEE (2)
PRINCIPAL
JERICHO HILL SCHOOL
H. MINTO (3)
COORDINATOR
PROV. RESOURCE CENTRE
VISUALLY IMPAIRED
B. COX (4)

ADDRESSES:

(1) 835 Humboldt Street, Victoria, B.C., V8V 2M4 - 387-1842
(2) 7451 Elmbridge Way, Richmond, B.C., V6X 1B8 - 278-3433
(3) 4125 West 8th Avenue, Vancouver, B.C., V6R 1Z7 - 224-1331
(4) 4196 West 4th Avenue, Vancouver, B.C., V6R 4J5 - 224-2355

SPECIAL PROGRAMS - ADMINISTRATION/PROGRAMS

GENERAL

The Special Programs Section was established within the Ministry of Education to give the education of exceptional children a very clear and identifiable focus. The Section has the responsibility for the development, implementation and communication of Provincial policies designed to ensure the provision of appropriate programs for exceptional children in British Columbia public schools.

The Victoria offices serve as the administrative control centre for the entire section which includes the special programs operations at the Ministry of Education Richmond offices. This component of the section has the responsibility for issuing special approvals under authority of Section 181 of the School Act. The special approval system is a funding device by which the Ministry is able to contribute to the shareable cost of special programs for exceptional children in order to supplement the normal services offered by school districts.

In addition, the Section provides liaison with other ministries, parents and professional organizations, agencies and individuals and encourages effective leadership, innovative strategies and a high degree of responsiveness related to the needs of exceptional children throughout the Province.

This component of the section also hold general accountability for the review, assessment and evaluation of existing and proposed special programs and services within the school districts of the Province. It also holds general supervisory responsibility for professional staff, support staff and facilities in the Special Programs Section of the Ministry.

SPECIFIC OBJECTIVES/SERVICES

1. To plan, organize, direct, coordinate and evaluate the operations of the Section.

2. To further develop and refine the Guidelines for Special Education Programs.

3. To further examine the present system for funding special programs in the Province and to study and analyze other systems for funding special programs in Canada with a veiw to making recommendations for change.

4. To develop and implement a new comprehensive data gathering/information system related to school district special programs.

5. To assist the Curriculum Development Branch in the development and implementation of curriculum, curriculum guides and teacher resource books for exceptional children in the Province.

6. To assist in the development and implementation of Ministry policy related to severely handicapped children.

7. To complete the administration of the Special Approvals Funding Program for each school year.

8. To continue to provide in-service programs of a provincial or regional nature for select groups involved in meeting the needs of exceptional children.

9. To develop, formalize and implement policy, procedures and administrative guidelines related to the efficient and effective operation of the Special Programs Branch.

10. To further develop the Special Programs Branch liaison with other Branches in the Division and with other Departments and Branches of the Ministry.

11. To continue to address inter-ministerial concerns/issues through active participation on the Provincial Inter-Ministry Children's Committee.

12. To encourage school districts to develop comprehensive plans for special programs/services.

13. To develop and implement a Provincial Program for Learning Disabled Children including the development and implementation of Regional Educational Support Centres for Severely Learning Disabled Children.

14. To coordinate, administrate and participate relative to the functioning of several Advisory Councils to the Minister.

15. To develop and implement procedures/guidelines related to an efficient and effective accounting/budgeting system for the Branch including the use of micro-computer technology.

PROVINCIAL COORDINATOR OF PROGRAMS FOR THE HEARING IMPAIRED

GENERAL

The Provincial Program for the Hearing Impaired enables hearing impaired students to be served according to their needs locally, regionally or provincially.

SPECIFIC OBJECTIVES/SERVICES

(a) To assist school districts to develop and fund quality educational programs for hearing impaired students.

(b) Through the Provincial Educational Review Committee for the Hearing Impaired to assist districts in placing hearing impaired students in appropriate local or regional programs or in the Jericho Hill Provincial School for the Deaf.

(c) To provide consultation to parents, pre-school societies, day care centres and other agencies that work with young deaf children. This consultation is to enable these groups to better prepare the children for school activities.

(d) To provide information regarding deafness and the educational process.

(e) To improve the quality of education for hearing impaired students by providing professional development to teachers of the hearing impaired and to others working with these children.

(f) To provide co-ordination and consultation to teachers of the hearing impaired and to work with such teachers in developing or modifying curricula and appropriate teaching techniques.

(g) To provide the necessary support services so that hearing impaired students may gain maximum benefit from their educational program.

(h) To provide opportunities for research, curriculum development and professional development in the education of the hearing impaired.

JERICHO HILL PROVINCIAL SCHOOL FOR THE DEAF

GENERAL

Jericho Hill Provincial School for the Deaf provides for the education of hearing impaired children in both a residential and day-school setting. Children attending this school come from all areas of the Province and are admitted through comprehensive screening and entry criteria set out by the Provincial Educational Review Committee for the Hearing Impaired. At the present time there are approximately 160 children attending Jericho Hill School.

SPECIFIC OBJECTIVES/SERVICES

(a) To develop quality educational programs for hearing impaired students, in both on and off campus locations.

(b) To provide both pre-vocational programs and academic programs for senior students and to offer job study/work experience programs when applicable.

(c) To work with other agencies in the assessment and training of vocational skill areas.

(d) To provide consultation and information to parents, the general public and other agencies regarding deafness and the educational process through tours of the school, articles, inservice courses, volunteer programs, etc.

(e) To provide the necessary support services so that the education of hearing impaired students will include social and cultural facets in order to better understand their environment.

(f) To become a leader in innovative programs, specific curricula and teaching techniques and thereby to become the educational centre for the education of the deaf in the Province.

(g) To work closely with the Provincial Coordinator of the Hearing Impaired in order to improve communication, share ideas and generally improve the educational process.

(h) To provide opportunities for research, curriculum development and professional development in the education of the hearing impaired.

PROVINCIAL COORDINATOR OF PROGRAMS FOR THE VISUALLY IMPAIRED

GENERAL

The Provincial Program for the Visually Impaired enables many students to be served according to their needs by local itinerant programs or by district classes for the visually impaired.

SPECIFIC OBJECTIVES/SERVICES

(a) To assist school districts to develop quality educational programs for visually impaired students throughout British Columbia.

(b) To provide consultation services to school districts regarding educational placement, funding and programming for the visually impaired.

(c) To provide consultation to parents, agencies and professionals that work with visually impaired children to enable them to better prepare the children for school activities.

(d) To develop a continuum of services for visually impaired students.

(e) To provide information to parents, the general public and other agencies regarding blindness/visual impairment and the educational process.

(f) To assist school districts in the provision of the necessary support services so that education of the visually impaired will include social, emotional, behavioral and cultural facets in order to better understand their environment.

(g) To foster leadership in the development of sound, innovative programs, specific curricula and teaching strategies for the education of the visually impaired.

(h) To provide leadership and opportunities for research, curriculum development and professional development in the education of the visually impaired.

PROVINCIAL PROGRAM FOR THE DEAF-BLIND

GENERAL

The Provincial Program for the Deaf-Blind enables all deaf-blind children of school age to be served according to their needs in local school programs or a specialized program in a school for the blind in Brantford, Ontario.

SPECIFIC OBJECTIVES/SERVICES

(a) To assist school districts to maintain deaf-blind students in regular class or classes for deaf children with appropriate support services.

(b) To provide consultation services to school districts regarding educational placement, funding, programming for deaf-blind students.

(c) To assist teachers and other professionals directly involved in programs for deaf-blind children in acquiring knowledge and skills about deaf-blind children.

(d) To liaise with school districts, parents, and agencies regarding assessment, placement, travel and general information regarding deaf-blind children.

(e) To liaise with personnel of The W. Ross Macdonald School, Brantford, Ontario, regarding assessment, placement, travel, budget and in-service.

PROVINCIAL RESOURCE CENTRE FOR THE VISUALLY IMPAIRED

GENERAL

The Provincial Resource Centre for the Visually Impaired (PRCVI) is operated by the Special Programs Branch of the Ministry of Education to assist school districts on the instruction of Visually Impaired students in grade Kindergarten to 12 through the loan of specialized instructional resources not normally available in school districts.

SPECIFIC OBJECTIVES/SERVICES

(a) To establish, organize and catalogue a collection of special materials and equipment required for instruction of Visually Impaired students but not easily obtainable at the school or district level.

(b) To loan without charge to school districts enrolling Visually Impaired students the necessary special instructional resources particularly in non-print formats.

(c) When special format transcriptions of prescribed and authorized texts are not purchasable from other sources, to produce or contract to produce the necessary materials in accordance with international transcription standards and copyright requirements.

(d) To cooperate with similar facilities in British Columbia and other provinces to coordinate development of special resource collections in order to avoid unnecessary duplication of effort and to ensure maximum distribution and utilization of budgeting specialized resources.

PROVINCIAL DIRECTOR OF INDIAN EDUCATION

GENERAL

The provincial program for students of native Indian ancestry meets their special learning needs through a diversity of programs affecting curriculum and instruction. Consultation with the native Indian community is a major feature of these programs.

SPECIFIC OBJECTIVES/SERVICES

(a) To increase the educational success of native Indian children in the public schools through the assessment, development and evaluation of appropriate programs.

(b) To consult with school districts, in conjunction with the native Indian community, on their Indian Education program. This service is carried out primarily through field visits.

(c) To provide relevant provincial and regional in-service activities.

(d) To ensure that native Indian curriculum is adequately represented in core and elective programs through curriculum development and adaptation.

(e) To improve the interface between the schools and the native Indian communities through the development of appropriate participatory structures.

COORDINATOR OF PROGRAMS FOR LEARNING ASSISTANCE/LEARNING DISABILITIES

GENERAL

Programs for Learning Assistance/Learning Disabilities provide services for children with mild to severe learning disabilities. These children are served according to their needs in regular classrooms; Learning Assistance Centres; assessment and programming centres; part-time special programs and Regional Educational Support Centres.

SPECIFIC OBJECTIVES/SERVICES

(a) To assist school districts to develop and fund quality educational programs for children with mild to severe learning disabilities.

(b) To provide consultation services to school districts regarding educational programming and placement for children with learning disabilities.

(c) To provide consultation to parents, agencies and professionals who work with learning disabled students.

(d) To improve the quality of education for learning disabled students by providing professional development to teachers and others working with these students.

(e) To provide co-ordination and consultation to school districts in modifying curricula and teaching techniques to meet the educational needs of learning disabled students.

(f) To provide leadership and opportunities for research in the education of the learning disabled.

BRANCH LIAISON

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    Facilities Services 6.2
    Learning Assessment 6.3
    Financial Services 6.3
    Program Implementation Services 6.3

See also Section 14 - Inter Ministerial Programs

INTER-BRANCH LIAISON

The Special Programs Branch gives the education of exceptional children clear an identifiable focus within the Ministry of Education. As a result the Branch has a well developed liaison relationship with a number of branches of the Ministry of Education within and outside the Division of Public Instruction. The challenges of developing, implementing and reviewing instructional programs for exceptional children often demand interaction and cooperation with many branches of the Ministry of Education.

CURRICULUM DEVELOPMENT

The Special Programs Branch has re-examined its role in the area of Curriculum Development. This re-examination has involved a continuing review within the Branch, dialogue with members of its various committees, and specifically with personnel of the Curriculum Development Process as it pertains to education for exceptional children. The conclusion is that all future Curriculum Development activities will be under the direction of the Curriculum Development Branch.

The management of Curriculum Development for exceptional children will follow the process as outlined in the document Curriculum Planning 1979. This process will become the responsibility of Curriculum Development specialists with consultation, advice, expertise and knowledge related to meeting the needs of exceptional children being provided by input from within and without the Special Programs Branch.

Special Programs Branch staff will cooperate with the field and with the Curriculum Development Branch in developing priorities for new curriculum projects. This new approach may take longer in terms of when guides and resource books will appear in print but we are convinced that a more systematic approach will reap greater benefits than a reactive approach.

FACILITIES SERVICES

The Special Programs Branch has regular contact with the Facilities Services Division and has designated one of its senior managers to meet on a regular basis. Requests for facilities development for Special Programs of an extraordinary nature are to be initially submitted to the Special Programs Branch for review and recommendation. This will involve a six stage process as follows:

1. Examination/Review of Program Considerations.
2. Examination/Review of Educational Specifications.
3. Contact with school district - unanswered questions.
4. Review of school district Special Education Approvals.
5. Endorsation once all program concerns are met...within the guidelines set out by Facilities Services.

6. Recommendations to Facilities Services.

The Special Programs Branch intends to develop draft specifications for certain special program facilities and to submit and discuss these with Facilities Services with the intent of making them available to all school districts.

LEARNING ASSESSMENT

The Learning Assessment Branch coordinates province-wide assessments of curriculum areas and develops materials such as classroom achievement tests and resource books on evaluation issues. Seven major assessments have been completed to date and beginning in 1981-82 it is anticipated that a needs assessment will be initiated in the special education area. The Special Programs Branch was involved in the developmental phase of the recent Kindergarten Needs Study.

FINANCIAL SERVICES

The Special Programs Branch interacts on a regular basis with the Schools Finance Branch especially in relation to the granting of Special Education Approvals and certain expenditures from the "F" Section of the budget as well as Direct Grants for Severely Handicapped Children and Refugee Children.

PROGRAM IMPLEMENTATION SERVICES

The Special Programs Branch cooperates with Program Implementation Services in its many activities.

The role of Program Implementation Services is to provide information activities and resources to support the work of school boards and superintendents in planning and evaluating the implementation of new or revised programs.

The Special Programs Branch expects to continue its involvement in inservice education and professional development. However, while major responsibility for inservice rests with school districts, professional associations and individual teachers, Program Implementation Services will provide coordination and support for provincial and regional inservice on program-related topics of high priority to the ministry.

The Special Programs Branch has regular contact with the following branches:

- Print Services
- Legislative Services
- Information Services
- Continuing Education
- Teacher Services
- Administrative Services
- Educational Data Services
- Publication Services
- Provincial Educational Media Centre
- Library Services

INDIVIDUAL ASSESSMENT/PROGRAMMING

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    Assessment Process (Fig. 1) 7.3
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    2.0 Suggested Policy for Individual Psychological Evaluation 7.4
    3.0 Suggested Procedures for Individual Psychological Evaluation 7.5
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SCREENING, ASSESSMENT AND PROGRAMMING

Assessment

The process of individual assessment and programming is usually initiated by a teacher or parent's perception that a student is not progressing satisfactorily and decisions are required about changes in instructional methods, placement or other program elements.

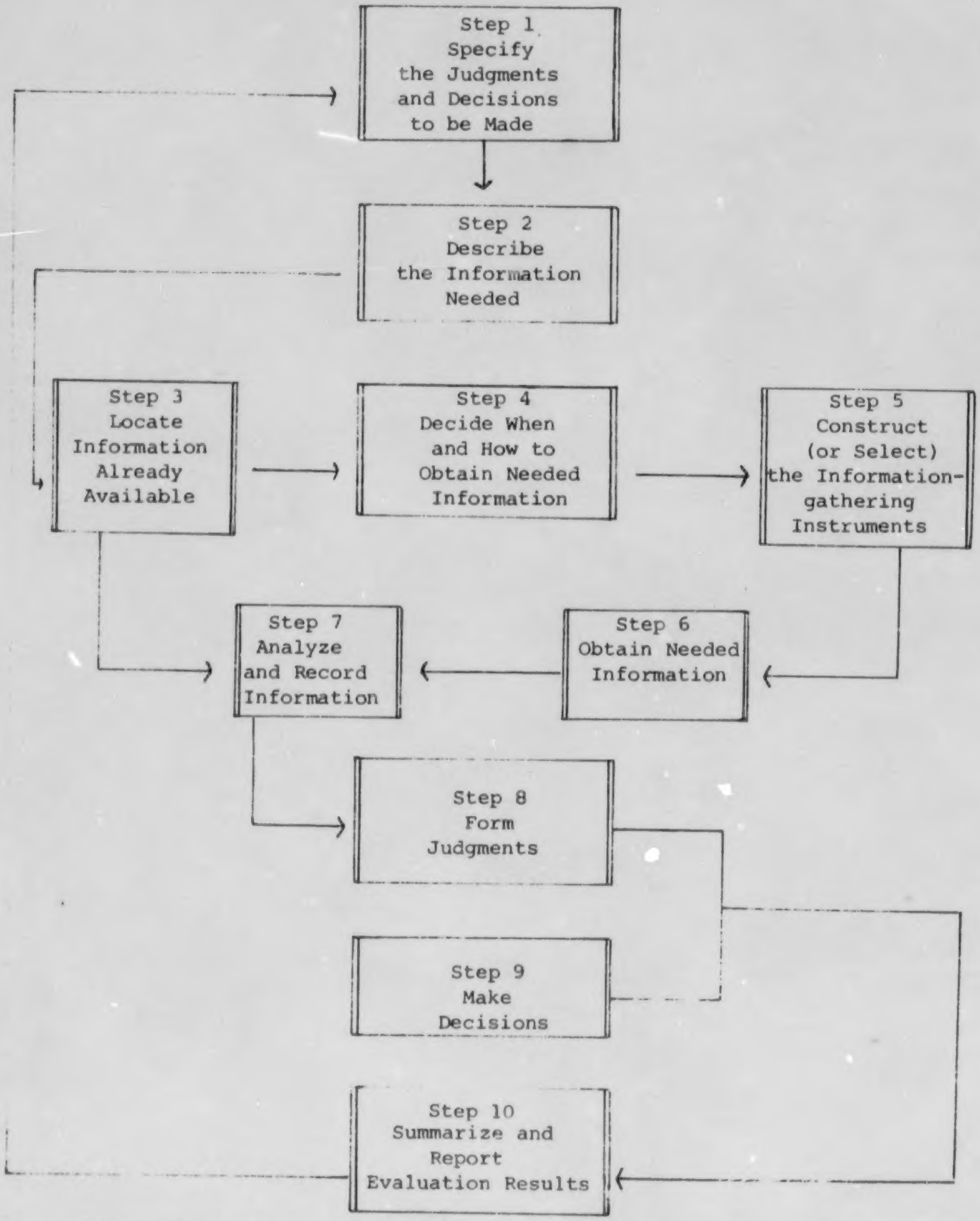
Within the school district a system should be established for screening suspected exceptional children to determine the need for referral for further assessment. Parental permission in writing should be obtained prior to any individual assessment and the parent should be informed of the reason for the assessment, procedures to be used and explanation given of how the findings will be used, and assuring parents of their full involvement in the results of the assessment. The procedures for handling referrals should be outlined and available to all school district personnel and upon request to parents. The recommendation for further assessment/evaluation and possible provision of special services/programs should be discussed with the student, the parent and all educational personnel involved with the child.

The assessment process should be designed with an educational focus (learning needs) rather than attempting to provide a compendium of disabilities and accompanying speculation about etiology. Program implications, based on the information gathered, should be an integral part of the assessment.

The model on the following page is a useful conceptualization of the assessment process.

Special Programs promotes the development of district screening and placement committees with entrance and exit criteria for programs and reasonable student placement review mechanisms, and the development of school based teams for initial screening, assessment and referral recommendations to district committees.

When it is decided by the school based team that it is necessary to gather additional information in order to provide appropriate programming a referral for psychological evaluation may be in order. Special Programs encourages school districts to develop policy in this area. The following statement is an example of such a policy.


Step 1
Specify the Judgments and Decisions to be Made
Step 2
Describe the Information Needed
Step 3
Locate Information Already Available
Step 4
Decide When and How to Obtain Needed Information
Step 5
Construct (or Select) the Information-gathering Instruments
Step 6
Obtain Needed Information
Step 7
Analyze and Record Information
Step 8
Form Judgments
Step 9
Make Decisions
Step 10
Summarize and Report Evaluation Results

From: TenBrink, Terry D: Evaluation - A Practical Guide for Teachers, New York: McGraw Hill, 1974. (Fig.1)

1.0 Purpose of Individual Psychological Evaluation/Assessment

1.1 To provide reliable information for the enhancement of instructional programming for students who exhibit serious educational problems.

1.2 To provide a functional portrait of the student's learning style.

1.3 To identify the essential characteristics of a suitable program for the student, as well as the necessary resources.

2.0 Suggested Policy for Individual Psychological Evaluation.

2.1 Procedures will be established by the school district to provide psychological evaluation services for identified students, ensuring the confidentiality of the information which is gathered.

2.2 School district personnel and other appropriate agencies will be made aware of the established procedures.

2.3 Before an evaluation of an individual child is undertaken the parents and the child will be made aware of the purpose of the evaluation and the established procedures.

2.4 The school district will obtain written parental consent prior to formal psychological evaluation.

2.5 The school district will not be required to obtain parental consent for initial in-school observation and screening.

2.6 The school district will ensure that school district personnel respect the confidentiality of information regarding the child and/or parents. No information shall be released to other agencies or individuals without prior written consent by the parent.

2.7 In the case of children who are wards of the Superintendent of Child Welfare, the Superintendent (or his representative) must give written consent prior to the formal evaluation and for release of information.

2.8 The school district will make every effort to ensure that psychological evaluations are carried out by qualified individuals.

2.9 The school district will make every effort to ensure that appropriate instruments are used for evaluation.

3.0 Suggested Procedures for Individual Psychological Evaluation.

3.1 School Level

3.1.1 The need for psychological evaluation may be identified by teachers, parents or outside agencies.

3.1.2 In consultation with the parent and/or outside agency, the teachers will refer the pupil to the school based team.

3.1.3 The school based team will consist of the principal of the school, the pupil's teacher(s), the Community Health Nurse and other appropriate support personnel (e.g. Learning Assistance Teacher, Counsellor, Speech Therapist).

3.1.4 The school based team will collect all pertinent social, educational and medical information.

3.1.5 The school based team will name a case coordinator who will be responsible for maintaining the pupil's file, maintaining home contact, calling case conferences, keeping case-conference minutes and ensuring follow-up.

3.1.6 The school based team will arrange for the appropriate in-school assessment.

3.1.7 The school based team, in consultation with the parents, will be responsible for making decisions regarding referral for further assessment.

3.1.8 The school based team will inform parents of their recommendations.

3.1.9 The case coordinator will obtain parental consent before referral for formal psychological evaluation may take place.

3.1.10 Appropriate referrals will be made in writing utilizing the referral and consent forms provided.

3.1.11 The school based team will inform parents of in-school services to be provided and obtain permission/consent for special education placements.

3.1.12 The school based team will, when necessary, suggest to the parents that referral to an outside agency would be appropriate and may help the parent to initiate the referral.

3.1.13 The school based team will obtain written consent of the parent for the release of information from the school to other agencies.

3.1.14 The case coordinator will be responsible for seeing that decisions made by the team are carried out and for ensuring follow-up and review of the pupil's progress.

3.2 District Level

3.2.1 Special Services will accept and process written referrals to determine the child's need for psychological evaluation.

3.2.2 Psychological evaluations will be carried out by psychologists/psychometricians with recognition of the level of tests each is qualified to use (see 5: Qualifications of Test Administrators).

3.2.3 The psychologist/psychometrician will gather further pertinent information (e.g. social, medical) if necessary.

3.2.4 The psychologist/psychometrician will choose and administer the appropriate tests.

3.2.5 The psychologist/psychometrician will confer with the school based team and with parents and may be involved in making decisions regarding outside referrals, special placements and in-school services.

3.2.6 The psychologist/psychometrician will write a report stating his/her findings and recommendations.

3.2.7 A report will be sent to the school and, upon request, to the parents, only after it has been discussed with them by the psychologist/psychometrician.

3.2.8 The psychologist/psychometrician will obtain written parental consent before releasing information to outside agencies, or, in the case of pupils who are wards of the Superintendent of Child Welfare, the written permission/consent of the Superintendent or his representative.

4.0 Selection and Use of Tests.

4.1 The nature of the information required by the referring source should be a prime consideration in selection of tests.

4.2 The test manual should clearly indicate the uses for which the test is appropriate and warn against common misuses.

4.3 Care should be taken in test interpretation to ensure that unwarranted conclusions are not drawn.

4.4 There should be substantial evidence of the required reliability and validity provided in the test manual. For a comprehensive discussion of these issues, see Selection and Use of Standardized Tests: A Resource Book for School and District Personnel, Learning Assessment Branch, Ministry of Education, Province of British Columbia, August 1979.

4.5 Careful interpretation of test scores should be made in those situations where the persons tested are not included in the norming sample, e.g. cultural minorities, handicapped students, etc.

4.6 Where available, local norms are generally more useful. NOTE: B.C. norms for the most commonly used individual tests are available from the Education Clinic at the University of British Columbia shortly.

4.7 It should be noted that most test results and interpretations have a limited lifespan and decision-making should not be based on outdated information.

4.8 School districts are encouraged to provide in-service training for school personnel on the use and abuse of psychological tests.

5.0 Qualifications of Test Administrators (From: Standards for Educational and Psychological Tests and Manuals: American Psychological Association, Washington, DC; Resources for Decision Making, Psychological Corporation.)

NOTE: These standards have been adopted by the Canadian Psychological Association.

Educational and psychological tests are categorized according to the levels of training required of the test administrators.

Level A: Tests which can be adequately administered, scored and interpreted with the aid of manual and a general orientation to the kind of organization in which one is working.

EXAMPLES: Informal screening tests; classroom check lists, etc. Vocational and trade proficiency tests.

Level B: Tests which require some technical knowledge of test construction and subjects such as statistics, individual differences, the psychology of adjustment, personnel psychology, and guidance.

EXAMPLES: Educational achievement tests
Group intelligence tests
Special Aptitude tests

Interest inventories
Personality screening inventories

Training standards: Completion of an advanced level course in testing in a university, or training under the direction of a qualified superior or consultant.

Level C: Tests which require substantial understanding of testing and supporting psychological topics, together with supervised experience in the use of these devices.

EXAMPLES: Clinical tests of intelligence
Personality tests
Clinical diagnostic tests

Training standards: Such tests should be used only by persons with at least a master's degree in an appropriate field of psychology and at least one year of properly supervised experience; or other psychologists who are using tests for research with suitable precautions; or graduate students enrolled in courses requiring the use of such devices under the supervision of a qualified psychologist.

EXAMPLES: The following examples of tests commonly used in the schools of British Columbia are arranged according to the above training level categories:

Level A: Very few Level A tests are used in the schools. The most common example would be kindergarten check lists.

Level B: Scholastic Achievement tests:

Group: Standard, Metropolitan, Canadian Tests of Basic Skills, etc.

Individual: Wide Range Achievement Test, Peabody Individual Achievement Test, Woodcock Reading Mastery Tests.

Group intelligence and aptitude tests: Otis-Lemmon, Henmon-Nelson Tests, Canadian Cognitive Ability Tests.

Diagnostic tests: Stanford Diagnostic Tests, Durrell Analysis of Reading Difficulty, Key Math.

Readiness tests: Metropolitan Readiness Test, Gates-MacGinitie Readiness Test, Boehm Test of Basic Concepts, Lee-Clark Readiness Test, Test of Language Development.

Interest Inventories: Strong-Campbell Interest Inventory, Kuder Preference Record.

Level C: 1. Clinical tests of individual mental ability:

Wechsler Scales (WPPSI, WISC-R, WAIS), Stanford Binet, McCarthy Scales, Slosson Intelligence Tests, Raven Progressive Matrices, Goodenough Harris.

2. Other individual clinical tests:

Vineland Social Maturity Scale, Bender Gestalt Visual-Motor Test, Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary Test, Adaptive Behaviour Scale (AAMD).

6.0 Summary:

Level A and B tests are those typically administered by classroom and/or learning assistance teachers. These people should be aware of the principles of standardized administration.

Level C tests should only be administered by those who have completed graduate programs specifically designed to ensure competency in the administration and interpretation of these tests in the total assessment process. This would typically include those holding graduate degrees in school psychology, special education, and counselling psychology. Also Level C Tests are restricted and should be controlled by those qualified to use them.

These qualifications are designed to avoid serious misuse and distortion in interpretation which may occur when people who are not properly trained are responsible for decisions about individuals or policies that are based on test results.

Resources/Assessment

For those school districts who do not employ in-house psychologists or psychometricians the following are possible sources for psychological evaluation services:

1. Education Clinic, Faculty of Education, University of British Columbia.

   Although this clinic's primary purpose is the training of graduate students in educational psychology, special education, reading and counselling psychology, it can provide some evaluation services to school districts through supervised practice.

   A number of school districts in British Columbia have entered into contracts with the Clinic.

Contact: Dr. O. A. Oldridge.

2. A list of registered psychologists in British Columbia who are self-designated specialists in school psychology and are private practitioners is available upon request from the Director of Special Education (Administration), Special Programs Branch, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C. V6X 1B8.

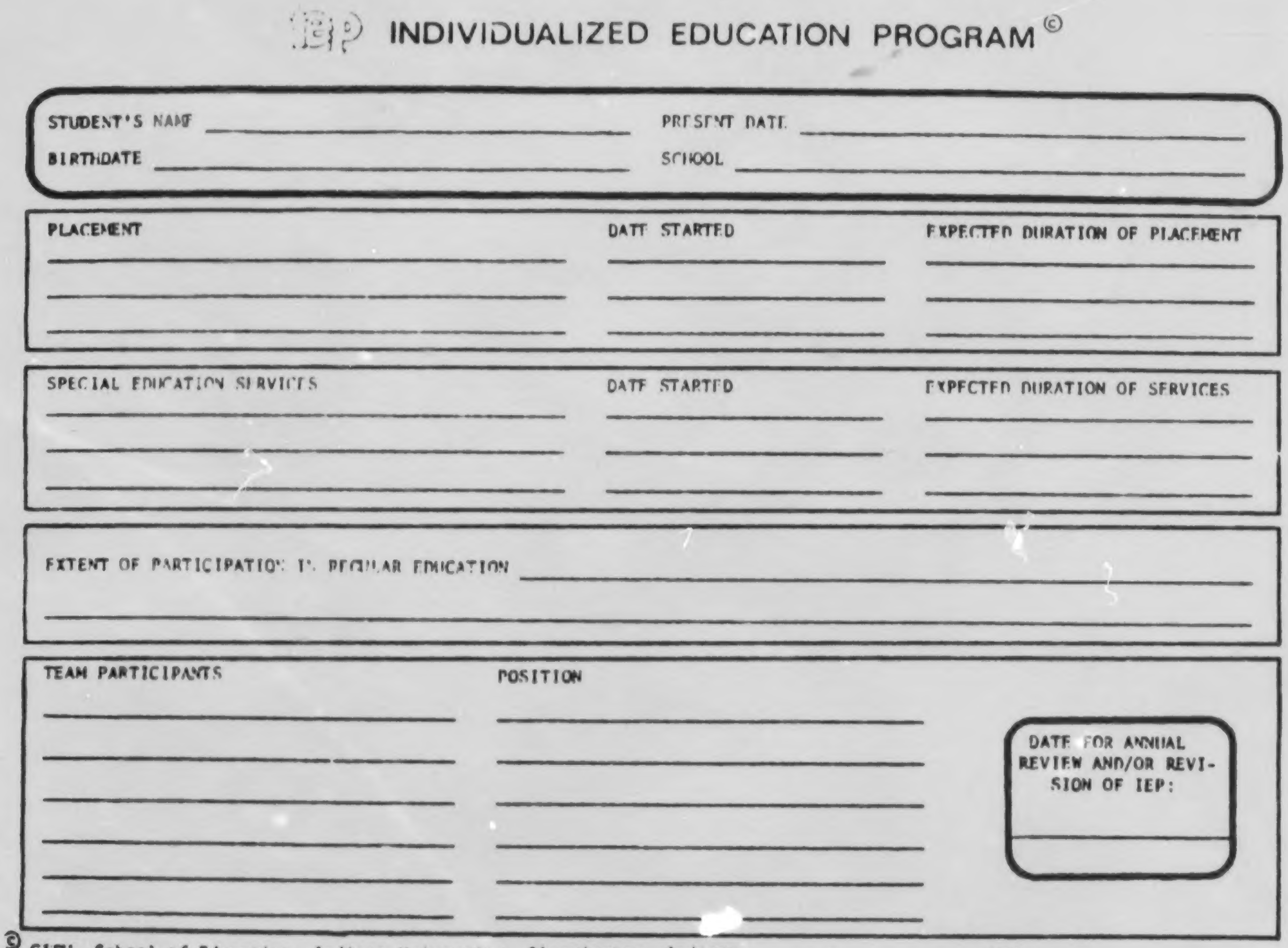
Programming

Following the assessment process (which includes the gathering of all relevant information) an educational program should be designed, implemented, continuously evaluated and modified as indicated by the evaluation. Parents should play an important role in the development, implementation and monitoring of the individual plan along with teachers, district support staff and outside agency personnel as appropriate.

The individual program plan should include:

1. Description of present level of functioning.
2. Long-term goals.
3. Short-term goals.
4. Instructional objectives.
5. Special services and/or placement.
6. Instructional materials.
7. Dates for review.
8. Identification of case coordinator and program participants... including the parents.

The following pages provide one example of a form which may be useful for program planning and tracking. There has been a wide variety of Individual Educational Program Plans (I.E.P.) developed over the past several years and a great deal written on the I.E.P. process. It is not the intention of the Special Programs Branch to duplicate this material, rather we intend to share the materials we have and to work with field personnel to develop realistic and useful samples for field distribution. For further information please contact the personnel within the Special Programs Branch.



IEP INDIVIDUALIZED EDUCATION PROGRAM ©

STUDENT'S NAME ______ PRESENT DATE ______
BIRTHDATE ______ SCHOOL ______

PLACEMENT ______ DATE STARTED ______ EXPECTED DURATION OF PLACEMENT ______

SPECIAL EDUCATION SERVICES ______ DATE STARTED ______ EXPECTED DURATION OF SERVICES ______

EXTENT OF PARTICIPATION IN REGULAR EDUCATION ______

TEAM PARTICIPANTS ______ POSITION ______

DATE FOR ANNUAL REVIEW AND/OR REVISION OF IEP: ______

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(Fig. 2)

IEP (Continued)

PRESENT LEVELS OF PERFORMANCE

INSTRUCTIONAL

____

____

____

BEHAVIORAL

____

____

____

ANNUAL GOAL	DIRECTION	AREA OF NEED	PROJECTED LEVEL	RESOURCES

SHORT TERM OBJECTIVE	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT

EVALUATION	METHOD	TIME SPAN

SHORT TERM OBJECTIVE	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT

EVALUATION	METHOD	TIME SPAN

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(Fig. 3)

IIP (Continued)

ANNUAL GOAL	DIRECTION	AREA OF NEED	PROJECTED LEVEL	RESOURCES

SHORT TERM OBJECTIVE	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT

EVALUATION	METHOD	TIME SPAN

SHORT TERM OBJECTIVE	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT

EVALUATION	METHOD	TIME SPAN

SHORT TERM OBJECTIVE	CONDITIONS	PERFORMANCE	STANDARDS & TIME LIMIT

EVALUATION	METHOD	TIME SPAN

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(Fig. 4)

PROGRAM EVALUATION

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A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

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PROGRAM EVALUATION

Evaluation overlaps considerably with concepts of accountability, research, and assessment; and may be concerned with such variables as techniques and procedures, cost effectiveness, characteristics of those responsible for the program or characteristics of those served by the program. Program evaluation as discussed in this section refers to investigation of the effectiveness of a program in doing what it was intended to do. Three major areas are discussed: selecting appropriate procedures; using evaluations; and addressing concerns of program personnel.

1. SELECTING EVALUATION PROCEDURES

In order to select an appropriate evaluation procedure, it is necessary first to identify what it is that the program is intended to do and what decisions are to be made on the basis of evaluation results.

Detailed guidelines for identifying what is needed from an evaluation, defining objectives and selecting evaluation procedures are included in the Program Evaluation Kit by L. L. Morris, C. T. Fitz-Gibbon and M. E. Henerson, Sage Publications, 1978.

1.1 Potential Roles for Evaluation

Evaluation may be one of several inputs to the decision making process, or it may be central to the decision making process.

In the first case, specific characteristics and effects of a program are identified, and information on these is obtained to assist the decision-maker in determining whether to implement or continue a program. For this kind of evaluation, procedures usually follow the research paradigm.

In the second case, evaluation starts with a clearly recognized problem or decision point and accumulates evidence on all (or most) of the factors that are likely to affect the decision. The information is analyzed and presented in such a way that it suggests a preferred decision. Procedures for this kind of evaluation are usually closely related to decision analysis.

In determining the role of a particualr evaluation, it should be remembered that programs usually have more than one objective, each of which may be affected by several program attributes, and that more than one person or group may have a valid view of what the program is intended to achieve.

More detailed discussion of the potential roles of evaluation is presented in Selecting Evaluation Methods Realistically by L. Edwards and K. E. Marvin, GAO Review, Fall 1980, pages 20 - 23.

1.2 Implications of Special Education Policy for Evaluation

The evaluation literature reflects an increasing awareness of the need to understand the relationship between evaluation and policy making. The evaluator must be aware of the special education policies governing a program to be evaluated, and the evaluator and the decision makers must share an understanding of the information to be obtained and the extent to which such information might be used to affect policy. Clear distinctions should be made among decisions that are governed by local or provincial policy or that relate specifically to the program being evaluated.

Section (p.) of this manual provides information on policies of the Ministry of Education which relate to special education.

Information about existing policies and policy needs in selected British Columbia school districts is contained in the report British Columbia Special Education Administrative Policy Project by P. T. Leslie, L. J. Goguen and D. C. Kendall, Faculty of Education, U.B.C., August, 1980.

Program evaluation within different policy contexts is discussed in Educational Evaluation in the Public Policy Setting, J. Pincus Rand, May 1980.

1.3 Program Characteristics and Effects

The following are the kinds of characteristics and effects that might be identified for evaluation purposes:

- unit to be evaluated (e.g. a training or education method; a program or a group of programs with similar populations; a referral system; a service network)
- goals or objectives (what are they? is there general agreement? who is involved in identification?)
- staff, scheduling, administrative arrangements
- characteristics of children participating in the program (age, sex, handicapping condition, ability levels, et cetera)
- materials, activities, facilities
- progress measures of children (How well do children meet specific training or education objectives?)
- adaptive measures of children (Are there changes in children's general adaptation in the community?)
- user satisfaction (child, parent, classroom teacher, administrative personnel)
- morale of program staff
- identification of specific problem areas or service gaps.

1.4 Steps in Developing a Program Evaluation

1.4.1 Determine the purpose of the evaluation, including the expected input to decision making.

1.4.2 Identify who will be responsible for carrying out the evaluation and who will be responsible for decisions based on the evaluation.

1.4.3 Identify the unit to be evaluated.

1.4.4 Identify the units of comparison (control groups, testing before and after implementation or at different points in time) (If the evaluation is intended only to determine user satisfaction or to identify needs, a comparison unit may not be necessary, but it should be realized that this limits the utility of the evaluation.)

1.4.5 Define the exact questions being asked.

1.4.6 Identify any provincial or district policies which may limit the possible decisions that might be made about this program.

1.4.7 Specify the goals and objectives of the program which are relevant to the questions being asked.

1.4.8 Describe the characteristics of the program, including staff, facilities, activities, children being served, etc.

1.4.9 Describe the characteristics of units of comparison.

1.4.10 Identify the program effects to be measured (progress measures, adaptive measures, user satisfaction, staff morale, problem areas).

1.4.11 Identify the specific measures of program characteristics and effects to be used (administrative records, test results, questionnaires, interviews).

1.4.12 Identify how the data will be collected, including who will be responsible for different stages of data collection.

1.4.13 Describe the data analysis to be carried out.

1.4.14 Estimate costs of the evaluation, including the time required from program staff and other staff.

1.4.15 On the basis of a comparison of cost estimates and available resources, make any necessary adjustments to data collection and analysis plans.

1.4.16 Identify the time frames for data collection, data analysis and preparation of a report.

1.4.17 Ensure that everyone involved in the evaluation and decision making are in agreement about the evaluation to be carried out.

After all of the above steps have been completed and agreed upon, data can be collected and analysed, and a report written. If the planning stages have been worked through carefully, the report will provide the information required for decision making. Tables I, II, and III provide examples of data collection and analysis for three different evaluations.

2. USING EVALUATION

Increasingly, evaluation is being recognized as a continuous process. Educators, particularly in special education, routinely make informal judgments about the value of certain programs or about specific aspects of programs. An evaluation project may serve to formalize an informal review process or to draw attention to the need for review in situations where the informal process has not been sufficient. The results of a formal evaluation can usually be more effectively communicated than informal judgments, and therefore should promote a common understanding of the effectiveness of a program.

Although formal evaluations are often designed to provide information about whether to continue or discontinue a program or whether to increase or decrease funding for a program, they may also be undertaken to obtain a better understanding of the various components of a program. As well as responding to the question "Does it work?" an evaluation may respond to "How does it work?" or "How might it work more effectively?"

The answer to the question "Did this evaluation make a difference?" may depend on the expectations of the person responding. That is one reason why it is important for the evaluator and decision makers to have clear agreement on the evaluation to be carried out and the results expected.

> Detailed discussion and examples of utilization of different types of evaluation can be found in Using Evaluations: Does Evaluation Make a Difference? by M.C. Alkin, R. Daillak and P. White, Sage Publications, 1979.

Evaluation utilization is dependent on: the kind of information communicated; the users of the information; the role of the formal evaluation in the decision making process or in providing information; and the alternative outcomes which might be influenced by the evaluation.

If the purpose of an evaluation is to obtain a better understanding of the strengths and weaknesses of a program then the evaluation might be used to implement minor changes or to increase community acceptance of the program. If the purpose of the evaluation is to influence administrative support or funding, successful utilization will necessitate changes in these areas. Evaluation might have several different purposes, in which case utilization in any of these areas may be sufficient to conclude that the evaluation was worth carrying out.

Figure 1 and Table IV present a model for evaluation design and utilization that was prepared by the Ministry of Education Learning Assessment Branch.

TABLE 1. FIRST YEAR EVALUATION OF A REHABILITATION PROGRAM

1. Purpose

   The evaluation was designed to determine the success of the program as perceived by the various persons interacting with the program.

2. Data Collection

   In April of the first year of operation, questionnaires were completed by:

   Program Staff
   Students
   Parents
   School staff not directly working with the program
   Social workers and Probation Officers involved with the students

   The same questions were completed by all individuals. Responses were made on a one to five scale from disagree to agree, so that a composite score could be obtained for each question for each group.

3. Data Analysis

   A discrepancy analysis was carried out to identify similarities and differences among the five groups with respect to each area of concern, as in the following example:

	Pgm.Staff	Student	Parent	Sch.Staff	SW/PO
a. The program has maintained interaction with the regular school program	4	3	3	1	4
b. Students in the program have changed their attitudes toward school	4	4	2	3	3
c. Students in the program have changed their attitudes toward the community	3	2	2	3	2
d. Parents have been actively involved in the program	4	2	4	3	4
e. Student achievement in school has improved	2	4	3	1	3
f. The most important goal of the program is to improve the students' participation in the community	3	2	4	2	4
g. The most important goal of the program is to prepare the student for further education or for a job	4	4	4	4	3

Note: An example of more complex questionnaire design and data analysis can be found in Independent Evaluation of the California Master Plan for Special Education. SRI Project 8169, Menlo Park, California, April 1980

Conclusions

On the basis of the discrepancy analysis, the following decisions were made:

a. School staff should be regularly informed about the program activities, and, as time permits, should be included in planning.

b. Although the program seems to have been effective in changing the students' attutudes toward school, parents appear not to be aware of this. There should be increased effort on the part of all participants to understand changes in student attitudes toward school.

c. Greater effort is needed to improve student attitudes toward the community.

d. Although parents' participation is good, student/parent interaction needs to be improved (see also item b). Efforts should be made to include students in parent interaction with other participants.

e. There is wide variation in perceptions about student's school achievement. More specific achievement information should be obtained.

f. More communication is needed about program goals.

TABLE IIa. SECOND YEAR EVALUATION OF A REHABILITATION PROGRAM

1. Purpose

The evaluation was designed to compare program activities and student behaviors at different times during the school year.

2. Data Collection

The following information was collected during the first three weeks of the program; during the first three weeks in January and during three weeks in April:

Students - group administered achievement tests
- attitude questionnaire

Program Staff - count of number of interactions (personal, telephone or mail) with parents and non-program personnel. Student involvement in these interactions and staff evaluation of the effectiveness/efficiency of the interaction (on a 1 to 5 scale) were also noted.
- record of incidents which reflect strong positive or negative student attitudes toward the school and/or community

Soc.W/Prob.Of.- record of incidents which reflect strong positive or negative student attitudes toward the school and/or community

3. Data Analysis

Some of the above data provided a simple count of the number of events occurring at each time period. Information of this type was analyzed by use of a chi square statistic.

Some of the data provided a numerical score for each student for each time period. This type of information was analyzed by use of an analysis of variance.

Note: Table IIb provides more information about statistical analysis.

The following are examples of the student results:

	Sept.	Jan.	Apr.	
English Achievement	40	36	41	not significant
Math. Achievement	47	51	48	not significant
School Attitude (scale of 1 to 10)	4	3	5	not significant
Community Attitude (scale of 1 to 10)	3	4	3	not significant
Positive incidents	8	10	13	significant
Negative incidents	14	11	12	not significant

During the course of the year, some students had dropped out of the program and others had been admitted. Because of this, a separate analysis was carried out on only those students who had attended from September through April.

	Sept.	Jan.	Apr.	
English Achievement	41	41	43	not significant
Math. Achievement	45	48	52	significant
School Attitude (scale of 1 to 10)	3	6	7	significant
Community Attitude (scale of 1 to 10)	3	4	4	not significant
Positive incidents	5	8	12	significant
Negative incidents	9	7	4	significant

The following are examples of results of effectiveness/efficiency of interactions.

	Parent	Sch.St.	SW	PO
Mail	1	4	2	2
Phone	3	2	3	4
Meeting of Pgm. Staff and one individual	4	1	2	2
Small group meeting including student	4	3	5	4

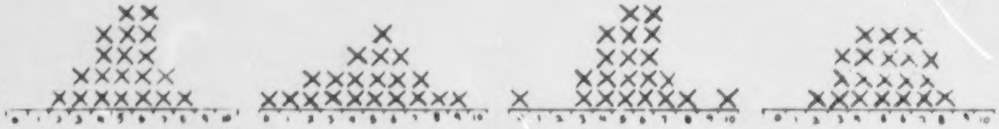
Conclusions

a. Program staff found the results useful for assisting in overall decisions about program direction but felt that some students exhibited a pattern quite different from that of the group. More information is needed on individual student progress which could be taken into account in developing individual student plans within the program outline.
b. Achievement results indicated areas where greater effort is needed (e.g. English). These areas should receive more time for group activities. Individual assistance will be directed in the areas where the individual differs from the group.
c. More emphasis is needed on working with the students' attitudes toward the community.
d. Analysis of the interaction data indicated those instances where time could be saved by using mail or phone communication and those instances where the outcome of a meeting is worth the time involved.

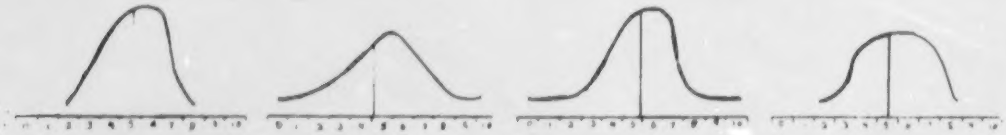
TABLE IIb. SECOND YEAR EVALUATION OF A REHABILITATION PROGRAM (statistical analyses)

The analyses in Table IIa all involved a comparison of different kinds of group scores.

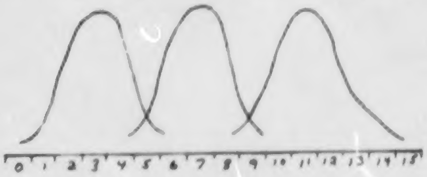
Parametric statistics (e.g. t-test, analysis of variance) compare both the mean (or average) scores and the distribution of scores within each group. The following figures depict distributions for twenty subjects on a scale of 0 to 10. (Each x represents the score for one subject.) In each case, the mean score is approximately 5, but the distributions of scores are quite different.

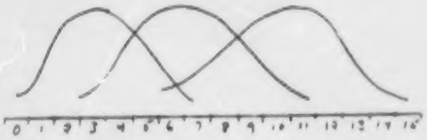


The distribution of scores is often represented as a distribution curve.



The next set of figures depicts two analyses of variance. In each case, the means for the three groups being compared are 3, 7 and 11, but in one case the scores are distributed closely to the mean, in the other there is a wider distribution. It would be expected that analyses of variance would find the first three groups to be significantly different, and would find no significant difference among the second three groups.





Non-parametric statistics (e.g. chi square) do not analyse the distributions of scores within groups, but compare the total group score with a statistically determined expected score (based on the number of groups and on the hypothesis being tested). These tests can be used when the data does not meet the statistical assumptions required for parametric statistical tests or when only proportional or frequency data is available.

If it is not possible to carry out statistical analyses, results can be set out in a table or a graph. In such cases, statements can be made about possible trends or tendencies, but there is no way of confirming whether the observed results are significant.

Generally, parametric statistics are based on more information than non-parametric statistics and therefore more confidence can be placed in the results. However, any statistical test represents only one set of information about an event and should be interpreted with caution. Whenever a major decision is made about a program, both objective, measurable data and subjective evaluation should be taken into consideration. In any case where evaluation data appears to be contrary to subjective reports or day to day observations, additional studies should be carried out to resolve the conflicting information.

In making any comparison of group scores, the important questions being asked are "What scores are representative of the groups being studied?" "To what extent are these scores representative of all members of each group?" and "Are the groups significantly different from each other?" In some cases awareness of the characteristics of the groups being studied may be as important as the statistical analyses that are carried out.

Note: Detailed information on when to use different statistical tests and on the calculations to be carried out for each test can be found in Program Evaluation Kit by L.L. Morris, C.T. Fitz-Gibbon and M.E. Henerson, Sage Publications, 1978. and in Computational Handbook of Statistics by J.L. Bruning and B.L. Kintz, Scott, Foresman & Co. 1968.

TABLE IIIa. THIRD YEAR EVALUATION OF A REHABILITATION PROGRAM

1. Purpose

The evaluation was designed to compare individual student progress over a specified time period.

2. Date Collection

Two test batteries were developed, each of which contained measures of achievement, attitudes and social behavior.

The first test battery was administered to each student upon his entry into the program. At this time, standard personal information was also entered in his file.

The second test battery was administered to each student after he had completed three full months in the program. If a student left the program before the second test battery had been administered, as much relevant data as possible was entered in his file.

In May, staff members reviewed student progress and assigned each student a success rating on a scale of one to ten.

3. Data Analysis

The relationship of selected student variables with the success rating was compared using a computer multiple regression analysis.

Results of the two test batteries were compared using a computer multivariant analysis of variance. (MANOVA)

The results for each student were graphed to provide a profile of strengths and weaknesses for each student.

Note: Table IIIb provides more discussion of the statistical analyses.

The multiple regression provided information about the student characteristics that were positively related to a high"success rating" as in the following examples:

		% variance accounted for
Age	not significant	.5%
Improvement in achievement variable #3	significant	2%
Mean achievement score on battery #1	not significant	2%
Change in attitude #2	significant	4%
Attitude #4 score on battery #1	significant	14%
Social behavior variable #2 on battery #1	significant	9%

The MANOVA provided group information about changes in student performance during their first three months in the program, as in the following examples:

	battery #1	battery #2	
Achievement variable #1	42	54	significant
Attitude variable #1	6	9	significant
Social behavior variable #2	5	6	not significant

Conclusions

a. The multiple regression showed that students who showed high scores on attitude and social behaviors relating to motivation to participate in the program were most likely to succeed, even if their achievement scores were low. Students who scored low on these variables were least likely to succeed and were also most likely to drop out of the program, even though some of these students showed initially high achievement scores. On the basis of this information and of examination of the student personal profiles, it was possible to identify students who were unlikely to succeed in the present program. It was agreed that, in future, students with these characteristics should be directed to another program (see note on Table IIIb.)

b. The MANOVA was rerun excluding the data from the identified low success students. On the basis of this information it was possible to identify areas in which the program needed strengthening.

c. The profiles for each student contributed information toward the development of individual programs. The profiles of the students who would be directed to another program contributed information on the requirements for such a program.

TABLE IIIb. THIRD YEAR EVALUATION OF A REHABILITATION PROGRAM
(Statistical analyses)

Note: (Table IIIa: Conclusions a) The decision to move students to another program was made on the basis of both evaluation research results and subjective evaluation by program staff. As discussed in Table IIb, both types of information should be considered before a major decision is made about a program or a group of students within a program.

The data analyses in Table IIIa use sophisticated computer programs together with subjective interpretation by program staff. Although the sophisticated analyses take into account more information than do simple analyses, the same rules for caution in interpretation apply. The need for caution is made clearer by those multivariate tests that provide information on the percentage of the overall variance in a criterion measure that is accounted for by each of the independent variables.

variance

The distribution of scores from the mean (see Table IIb) can be statistically reduced to a standard measure, the "variance" of the distribution. (The square root of the variance is the standard deviation, often used in statistical analyses.)

convariance

Table IIb described the ways in which simple statistical tests compare the total scores or mean scores for two or more groups. Multivariate or regression analyses of the kind used in Table IIIa involve investigation of the extent to which different measures vary together (covary); that is, the extent to which a subject's score on one measure is similar to his score on another. At the most simple level, this can be demonstrated in a rank order analysis.

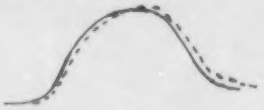
The following table gives two examples, one with a low correlation, one with a high correlation.

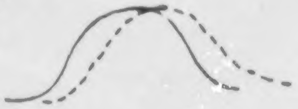
	Score A	Score B	A - B difference	Score C	A - C difference
Subject 1	1	5	-4	2	-1
Subject 2	2	4	-2	1	1
Subject 3	3	2	1	4	-1
Subject 4	4	1	3	3	1
Subject 5	5	3	2	5	0

In this small sample, it can be seen that the scores for the same subjects are quite different for scores A and B, and quite similar for scores A and C. Multiple regression analysis, using a complex statistical process can provide information on which of several independent measures covary with a criterion measure. In addition, information can be provided on the percentage of the total variance for the criterion measure that covaries with each independent measure.

Percentage of variance accounted for

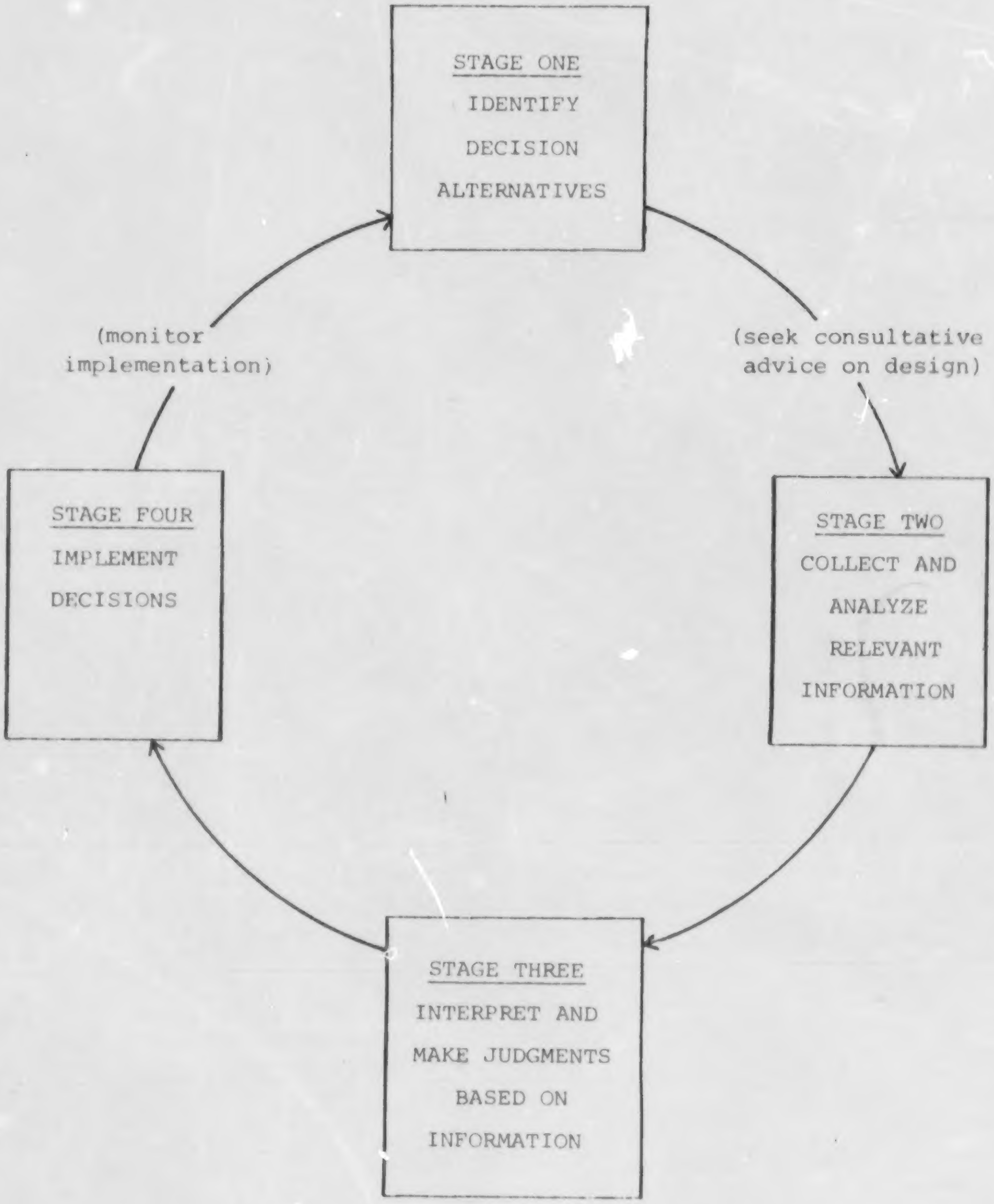
For the multiple regression analysis in Table IIIb, the criterion variable is the success rating score; the independent measures are the achievement, attitude and social behavior scores. There is a significant relationship between the Mean Achievement Score on Battery #1 and the success rating which accounts for 2% of the total variance in success rating scores. There is also a significant relationship between the attitude #4 score on battery #1 and the success rating which accounts for 14% of the total success rating variance. The following figures show an approximate representation of the implications of this information for any changes made in the program. The solid line in the left figure represents the present distribution of success rating scores; the dotted line represents where the distribution would be expected to fall if changes in Mean Achievement score were successfully made for all students. The figure on the right represents the expected change if attitude #4 were successfully changed.





Although few statistical tests are able to provide information about the percentage of variance accounted for, in making program decisions it should always be remembered that there are many factors affecting any distribution of scores. A significant relationship between two measures means only that the relationship is greater than would be expected by chance and does not say anything about the amount of change that can be brought about in one variable through changes made in another.

FIGURE I. A MODEL FOR PRACTICAL PROGRAM EVALUATION


STAGE ONE
IDENTIFY DECISION ALTERNATIVES
(seek consultative advice on design)
STAGE TWO
COLLECT AND ANALYZE RELEVANT INFORMATION
STAGE THREE
INTERPRET AND MAKE JUDGMENTS BASED ON INFORMATION
STAGE FOUR
IMPLEMENT DECISIONS
(monitor implementation)

Nancy Greer Bob Wilson
Learning Assessment Branch

TABLE IV. FOUR STAGES IN A MODEL FOR PRACTICAL PROGRAM EVALUATION

Stage One
Identify Decision Alternatives

Questions Which Might be Asked during Stage 1

- What is the decision to be made?
- What are the possible decision choices?
- What decision choices are not really choices (i.e. are untouchable)?
- Can any of the untouchable choices be turned into possible choices with a little thought?
- What choices appear to be the most desirable

Common Pitfalls to Avoid

1. Forgetting to involve decision-makers early in the evaluation process.
2. Identifying the wrong decision as the one to be made
3. Tunnel vision: identifying only one or two decision choices because of preconceived ideas.
4. Neglecting to establish the importance of the decision (i.e. does it really matter?)
5. Delaying the launch of the evaluation so long that crisis management becomes necessary (e.g. I need the decision tomorrow)

Stage Two

Collect and Analyze Relevant Information

Questions Which Might Be Asked During Stage II

* Do I need assistance from someone trained in education research?
* Are the data worth the costs of collection?
* Have I identified WHO is affected by the decision, WHAT is affected by the decision, HOW they are affected?
* Am I adequately involving the appropriate people?
* Have I listed all of the kinds of data I will need for considering each option?
* Do I have a reasonable variety of sources (if more than one source exists)?
* Have I collected sufficient information about the likely consequences of the decision?

Common Pitfalls

1. Collecting the wrong information (e.g. achievement instead of attitude data; norm-referenced instead of criterion referenced)
2. Restricting data collection (e.g. collecting only outcome data when data are also required concerning process or context; talking only to teachers and ignoring parents)
3. Introducing bias into data collection (e.g. by too small a sample or by one which cannot give unbiased data; by relying only on people immediately involved and who have a stake in the decision; by giving undue weight to the most vocal people)
4. Looking only at short-term data and ignoring important longer term information.
5. Collecting data on only one decision choice.

Stage Three

Interpret and make judgments based on Information

Questions Which Might Be Asked During Stage III

- Do I need technical assistance in summarizing, analyzing the data?
- How good are the data sources? How much weight should I give this information as opposed to that information?
- Does it appear that I have enough information about the various options to make a decision?
- Do any new options arise as a result of my information?
- Can I adequately defend my decision choice on the basis of the evidence I have collected?
- Have I adequately documented the evaluation in a format that leads to action?

Common Pitfalls

1. Over-interpreting data (e.g. using one small finding to justify major change)
2. Weighting data sources inappropriately (e.g. relying on achievement data when program purpose was attitude change)
3. Using different criteria when trying to choose among decision alternatives.
4. Avoiding the necessity of judging (i.e. trying to make the raw data choose the alternative for you)
5. Failure to communicate effectively with those who must act. (Ex. report of evaluation not appropriate for target audience.

Stage Four

Implement Decisions

Questions Which Might Be Asked During Stage IV

- Am I satisfied with the "reasonableness" of the decision and the course of action it implies?
- Who should be involved in implementing the decision?
- What implementation strategies/resources must I put in place?
- What sort of implementation evaluation should I do? What decisions will I make on the basis of that evaluation?

Common Pitfalls

1. Short-changing the previous three stages.
2. Assuming the decision will implement itself
3. Failure to justify the decision among those who must implement the decision
4. Failure to monitor implementation and evaluation as it proceeds
5. Failure to communicate the implementation strategies to those who must implement them.

3. CONCERNS OF PROGRAM PERSONNEL

The morale of program personnel is important both as a contributing factor to program effectiveness and as an output measure of the effects of other program characteristics. That is, the effectiveness of a program may be largely determined by the morale of the staff, which may in turn be determined by such program characteristics as administrative practices, program continuity or community acceptance. A decision as to whether these variables should be included in an evaluation would be made by assessing the extent of their relevance to the questions being asked and the resources available for collecting this information.

Morale of program personnel is also affected by evaluation. Evaluation might be seen as a positive process if program personnel expect the evaluation to result in improved conditions. Alternatively, it will be seen as a negative process if the personnel involved believe that the evaluation is intended to identify their own shortcomings or to raise unrealistic expectations about program impacts on the children being served. Evaluation will also have a negative effect on program personnel if they are expected to spend an inordinate amount of time completing forms, collecting data, or contributing to evaluation activities that are not a normal part of their work requirements. In planning an evaluation process care should be taken to avoid placing undue stress on program personnel through failing to explain the purpose of the evaluation, making unnecessary demands on the time of program personnel, setting unrealistic time lines, or interfering with normal program activities.

> The September 1980 issue of Exceptional Children provides discussions of the stress placed on special education personnel by increased expectations for education for exceptional children and by growing emphasis on accountability. See Public Law 94-142 and Stress: A Problem for Educators, p. 24; and Administrators Role in Fostering the Mental Health of Special Services Personnel, p.30.

TECHNICAL ASSISTANCE

A Service from the Educational Research Institute of British Columbia

Researchers at ERIBC are available to provide technical assistance to groups or organizations undertaking studies in evaluation, research, or assessment. When conducting such studies groups may require assistance with particular study components such as the following:

- literature reviews
- research design
- selection or development of instruments or procedures
- data processing and statistical analyses
- interpretation of results

ERIBC staff can provide technical assistance by undertaking any of the study components listed above or by providing consultation regarding these activities.

Technical Assistance may also take the form of professional development. Task forces or committees responsible for planning evaluation or assessment activities may request seminars or presentations related to the methods and purposes of their assignment. For example, workshops or seminars on the following topics may be of value prior to commencement of a committee's work:

Development of District Assessment Programs
Test Construction
Needs Assessment
Program Evaluation

Researchers at the Institute are available to conduct workshops or seminars on these topics.

The research staff at ERIBC include specialists in the areas of program evaluation, policy research, and testing and measurement. Additionally, the Institute's direct access to computer facilities and personnel provides ERIBC with the capabilities for complex analyses of large volumes of data in a variety of formats.

To inquire about Technical Assistance from ERIBC, please contact one of the individuals listed below:

Dr. Peter Rothe, Evaluation and Research Services, or
Dr. John Anderson, Head, Testing Service

ERIBC also undertakes studies in program evaluation, policy research, or testing/assessment in their entirety on a contractual basis.

EDUCATIONAL RESEARCH INSTITUTE
of British Columbia
Suite 400 - 515 West 10th Avenue
Vancouver, B.C. V5Z 4A8
Telephone: 873-3801

SPECIAL PROGRAM FUNDING SYSTEM

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A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

SECTION 9 - SPECIAL PROGRAM FUNDING SYSTEM

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FINANCING PUBLIC SCHOOLS

HOW THE COST-SHARING FORMULA WORKS

THE FORMULA

British Columbia's public school system has two main sources of revenue: direct grants to school districts from the provincial government, and property taxes levied in the school districts.

The School Act stipulates that the school districts break down their budgets into operating and capital expenditures.

The formula by which operating costs are raised is the more complicated because it makes provision for two aspects of education.

(1) A basic education program, which is geared to ensure equality of educational opportunity for all pupils in B.C., the costs of which are shared by the provincial government and the school districts. According to Sections 181 and 182 of the School Act each district is given a number of instructional units based on the number of students. Then a dollar value is set for each instructional unit. The total number of instructional units is multiplied by the dollar value to establish the cost of the basic education program.

(It should be emphasized that "instructional unit" is solely a convenient financial term and in no way refers to physical classroom space, class size or pupil-teacher ratio.)

The provincial government's share of the basic education program is in the form of a direct grant which is the difference between the cost of the basic education program in that district and the amount of money that can be raised by a basic property tax levy which is the same in all school districts. Thus a district with a high assessment base will receive a smaller operating grant than a district with a low assessment base. But each will have the same amount of money, proportionately, for their basic education program.

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(2) Educational services budgeted by the district which are additional to the basic program and which are paid for entirely by the districts.

INSTRUCTIONAL UNITS

On or before November 10 of each year all school districts submit a certified statement of enrolment as at October 31.

An instructional unit is allowed for every 20 full-time equivalent (FTE) students, or part thereof, enrolled in each of the two major divisions, kindergarten to grade 7 and grades 8 to 12, calculated separately for each school. In addition, one instructional unit is granted for the school itself. For example, a school with a FTE enrolment of 40 K-7 students and 65 grades 8-12 students would qualify for seven instructional units, calculated as follows:

K to 7 - 40 FTE pupils	2 I.U.s
8 to 12 - 65 FTE pupils	4 I.U.s
Total for FTE enrolment	6 I.U.s
Additional I.U. for the school	1
Total	7 I.U.s

A similar calculation is made for every school in the district.

VALUE OF UNIT

The value of the instructional unit (I.U.) is arrived at by dividing the total provincial operating costs for the previous year by the total number of instructional units for the previous year. For example, the dollar value of the 1978 instructional unit was the total 1977 operating costs divided by the number of instructional units calculated for 1977. For 1978 the instructional unit value worked out to $27,000.00

This is how the figure was arrived at:

Total provincial operating costs for 1977	$813,324,876
Divided by :	
No. of I.U.s for 1977 :	30,126
Equals I.U. value for 1978	27,000

$$** \quad \frac{\$813,324,876}{30,126 \text{ (I.U.s)}} = \$27,000 \text{ (I.U. value)}$$

The next step is to calculate, in addition to the education costs, the cost of a basic program for transportation and auxiliary services in each district. These additional costs include health services, boarding allowances, costs of busing pupils, and other transportation expenses, including field trips.

SCHOOL DISTRICT "X"

The five parts of the finance formula which one needs to know in order to calculate the costs of a school district's basic education program are:

(1) That 20 full-time equivalent pupils equal one instructional unit (I.U.).

(2) Again, using 1978 as an example, that the value of an instructional unit in 1978 was $27,000.00.

(3) The total cost of transportation and auxiliary services.

(4) That each Special Education Approval has a value of 8/10 of an instructional unit.

(5) The number of Special Education Approvals allocated.

As an example, assume that School District "X" is granted 430 instructional units, and the value of auxiliary services and transportation to be included in the basic education program is $250,000.00. Assume also that the district was allocated 22 Special Education Approvals. The total basic education program for School District "X" will be:

(I.U.s X I.U. Value	)
(430 I.U.s X $27,000	$11,610,000)
(Transportation and Auxiliary Services	250,000)
(SPECIAL EDUCATION APPROVALS	)
(22 X 8/10 of I.U. Value ($21,600)	475,200)
Total Basic Education Program (B.E.P.)	$12,335,200

BASIC OPERATING GRANT

The amount paid by the government to each school district is dependent on two factors, the basic education tax levy and the assessed values for school tax purposes. The provincial government decides the extent to which it wishes to share in the total costs of education and then the basic levy is determined each year by the Lieutenant-Governor in Council under the provisions of Section 181(3) of the School Act and the assessed values are certified by the Assessment Commissioner under the provisions of the Assessment Act. The amount of money raised by the basic levy, estimated for 1978 at 42.5 mills, was the share of the cost of the basic education program paid by each district. The remainder is paid by the government.

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This is what would result in fictitious School District "X".

Total assessed values	$100,000,000
Value of one mill	100,000
Basic levy in mills	42.50
Cost of Basic Education Program	12,335,200
Less : Amount to be raised by basic levy [100,000 X 42.5 mills]	4,250,000
Amount of Basic operating Grant	$8,085,200

It is apparent that any change in either the assessed values or the basic levy will affect the amount of the grant.

LOCAL COST

Section 181 of the School Act states that the Board of Trustees of each district shall assume as its obligation the amount by which the total budget of the school district for operating expenses exceeds the sum of the basic grant and the supplementary grant, if any, calculated under this Section.

The impact of this provision can best be seen in the following example, again using fictitious School District "X" where operating expenses are assumed for the sake of illustration to exceed the cost of the basic education program by $550,000.00.

Total operating budget [$12,335,200 plus $550,000] = $12,885,200

Less : Cost of basic education program	$12,335,200
Excess over basic education program	$ 550,000
Add : Amount to be raised by basic levy	$ 4,250,000
Total local cost	$ 4,800,000

The additional operating cost of $550,000 over and above the cost of the basic education program is borne entirely by the school district. Since $100,000 can be raised by one mill the additional costs represent an additional 5.50 mills. Therefore the gross operating mill rate in School District "X" is the basic 42.50 mills set by the provincial government plus 5.50 mills for a total of 48.0 mills.

Each district's share of the cost of its basic education program is the amount of money which the basic mill rate will raise in that district. If the basic mill rate raises more than the cost of the basic education program, then that district must levy the full basic mill rate (basic levy). The excess monies so generated accrue to all other boards and are included in the amount of the basic grants.

The percentage of the basic education program paid as a grant by the provincial government will vary inversely with the district's ability to pay as measured by assessments for taxation.

The needs of each school board above those included in the basic education program are met in full through local taxation (increased mill rate).

CAPITAL GRANTS

In British Columbia, school facilities are financed by sale of debentures to the British Columbia School Districts Capital Financing Authority. Annual costs for principal retirement and interest charges are shared by the province and the district.

The shareable factor in debt retirement is controlled by statute under the provision of Section 184 of the School Act. In effect, what this section says is that if the total annual cost of retiring the debt could be raised by not more than six mills it is then shared between the province and the district on a 50-50 basis. In other words, the first cost to the district is a maximum of 3 mills.

However, should six mills on the tax rate not generate enough to meet this debt then the equivalent of the proceeds of an additional six mills is added. At this stage the shareability factor is 75-25, which means that the district has to pay only 25 per cent, an increase in the tax rate of only 1.5 mills. To this point the maximum levy by the district is only 4.5 mills. The province pays the balance.

If the total of 12 mills still does not provide enough funds a third calculation takes the difference between the amount of debt to be retired and the product of whatever rate in excess of 12 mills is needed and divides it up on a 90-10 ratio. In actual practice very few districts are in the 90-10 sharing bracket and for those that are, the 10 per cent results in less than 1 mill. Thus, no matter how great its capital debt no district has to make an additional levy of more than 4.5 mills and 10 per cent of the balance. It is generally much less.

Under Section 184 of the School Act, debt retirement costs are shared as follows:

	Province Pays	District Pays	To a Maximum of
On the amount up to the value of 6 mills	50%	50%	3 mills
Plus			
On the amount over 6 mills and up to the value of 12 mills	75%	25%	1.5 mills
Plus			
On the amount over the value of	90%	10%	---

EXAMPLE OF A SCHOOL DISTRICT FINANCING PLAN (excluding debt and capital - 1981

(a) Sections of School Board Budgets

Sections A to F -------------------------- Operating Expenses
Section G -------------------------------- Non-Operating Expenses
Sections H and J ------------------------- Capital Costs

Budget Sections	Corresponding Sections of B.E.P.
A - Administration	)
B - Instruction	)
C - Operation	)
D - Repairs and Maintenance	) Number of I.U.s times (X) I.U. Value
E - Conveyance	)
F - Auxiliary and Health Services	) Auxiliary Services

A-F = Total Operating Expenses.
(I.U.s X I.U. Value) + Auxiliary Services = Basic Education Program (B.E.P.)

(b) Assumptions for the Example

1. Assessed Values -------------------------- $140,000,000
2. Number of Instructional Units (I.U.s) ---- 540
3. Number of Special Approvals -------------- 22
4. School District Operating Budget --------- $ 22,320,836 (excluding debt and capital)

(c) Facts in 1981

1. Provincial Instructional Unit Value ------ $36,200
2. Amount per Special Education Approval ---- $28,960 (8/10 I.U. Value)
3. Basic mill rate levy --------------------- 41.20 mills

(d) District Budget (excluding debt and capital)

Section A to D	Budget	Approved Basic Education Program (B.E.P.)	
	$22,120,836	I.U. X I.U. Value (540 X 36,200)	= $19,548,000
Sections E and F	200,000	Special Education Approvals	= $ 637,120
Total Operating	$22,320,836	Auxiliary	= $ 200,000
		Total B.E.P.	$20,385,120

Basic Levy of 41.20 mills raises ($140,000,000 X 41.20 = $5,768,000

(e)

Provincial Grant		District Cost		Mills
B.E.P.	$20,385,120	Budgeted Operating Cost	$22,320,836	
Less basic Levy	5,768,000	Less B.E.P.	20,385,120	
Actual Grant	$14,617,120 (65.48%) of Budgeted Operating Costs	Costs in excess of B.E.P.	1,935,716	13,83
		Plus Basic Levy	5,768,000	41.20
		Net District Cost	7,703,716	55.03

(f) Recapitulation

1.

Provincial Grant	$14,617,120
Operating Expenses in excess	1,935,716
Basic Levy Raises	5,768,000
Total Budgeted Operating Expenses	$22,320,836

2. District mill rate
(Basic Levy of 41.20 mills + 13.83 mills) = 55.03 mills

SPECIAL PROGRAM FUNDING

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Special Approvals Application Process/Procedures

General

In order to receive funding in the form of Special Approvals to assist school districts to carry out their mandate to provide an appropriate education for all children of school age, certain procedures must be followed. These procedures are designed to:

1. Identify needs;
2. Allow the development of programs related to needs;
3. Allow for the monitoring of program funding at both the provincial and school district levels; and,
4. Allow for the development of comprehensive programs/services based upon available and reliable data at both the provincial and district levels.

The application procedures have been combined with a reporting process in order to assist the Special Programs Branch make rational decisions regarding the granting of special approvals.

New application and report forms are included on the following pages for reference only. The actual forms to be used will be mailed yearly to the school districts. The following simplified timeline will be used.

April 30	- General instructions, report forms and application forms circulated to school districts.
June 30	- Application and request form to be returned to the Special Programs Branch in duplicate. Individual Program Report form to be returned to Special Programs Branch.
June 30 - August 31	- Special Approvals Requests reviewed by Special Programs Branch.
September 15	- Final list of approvals for grant purposes returned to school districts.
September 30	- Schools Finance notified of final allocations of special approvals.

** It should be noted that the allocations will no longer be negotiated after September 15. All allocations reported to Schools Finance by September 30 will be considered final.

1.0 Special Programs Summary Sheet and Request Form (Application)

1.1 General Instructions

This form provides an overview of your existing special programs and your anticipated new special programs. It provides comprehensive statistical data related to your request for special approvals.

The new form has been set up to compress information previously required and to eliminate the necessity of districts sending in xerox copies with the original document. Please follow the distribution instructions printed on the form. Please ensure that the Special Programs Branch (Victoria) receives the completed form by June 30.

It should be noted that special approvals will be granted within the general criteria of resources available to the Ministry through Treasury Board approval.

1.2 Specific Instructions

1.2.1 General Information Section - Top

Please provide all information requested at the top of the form:

1.2.1.1 Name of Superintendent.

1.2.1.2 Name of Secretary-Treasurer.

1.2.1.3 Name of District Special Programs Contact.

1.2.1.4 Preparation Date.

1.2.1.5 District Number.

1.2.2 General Information Section - Bottom

Please provide all information requested at the bottom of the form:

1.2.2.1 Signature of Superintendent.

1.2.2.2 Signature of Secretary-Treasurer.

1.2.2.3 Date of Submission.

1.2.3 Program Status Columns

1.2.3.1 By utilizing a check (✓) please indicate beside each program category the status (new; continuing; discontinued).

1.2.4 Staffing Needs (FTE) Columns

1.2.4.1 Please indicate the number of appropriate staff (FTE) and the program staff total beside each program category.

1.2.4.2 Please indicate the grand total related to staffing needs.

1.2.5 Number Of Students To Receive Service Columns

1.2.5.1 Please indicate the total number of students to receive service (projected) during the course of the school year beside each program category (except category 401 - Climate/Distance).

1.2.5.2 For category 206 - Homebound - please indicate the breakdown (suspension-dismissal; other) in addition to the total number of students to receive service.

1.2.5.3 For category 502 - Indian Education - please attempt to provide the breakdown (status; non-status) in addition to the total number of students to receive service.

1.2.5.4 Please indicate the grand total related to the number of students to receive service.

1.2.6 Financial Information Columns

1.2.6.1 Salaries and Benefits. Please indicate the projected costs in the appropriate column beside each program category.

1.2.6.2 Materials and Equipment. Cost figures should be entered in the column beside each program category. Equipment costs should only include amounts not already covered under capital equipment allowances provided through Facilities Services.

1.2.6.3 Travel and Inservice. Cost figures should be entered in the column beside each program category. Travel costs should only include costs of an extraordinary nature beyond those provisions of the School Act - Section 157, 188, 191 and the Public Schools Act Regulations: Numbers 124, 124A, 125, 126, 127, 128, 129, 133. Inservice costs should only include costs of an extraordinary nature beyond the normal provisions of the Board and the B.C.T.F.

1.2.6.4 Administration/Supervision. Cost figures should only appear where the program is self-contained, for example a special school or annex or where the program is a special class situation with very little or no integration of students into general school programs. There should not be a duplication of costs already covered under other sections of the budget. The maximum amount entered in the column beside each program category should not exceed twelve percent (12%) of total program costs.

1.2.6.5 Total Expenses Requested. Please indicate costs/expenses requested in the column beside each program category.

1.2.6.6 Please indicate the grand total of requested expenses.

1.2.7 Total Expenses Approved Columns (Special Programs Branch Use Only)

1.2.7.1 At the completion of the review of all information submitted, the Special Programs Branch will indicate the costs accepted.

1.2.7.2 The generation of instructional unit funds will be considered where appropriate.

1.2.7.3 A sample calculation for a fully self-contained program would be:

(a) 60 students (3 self-contained classes)
= 3 I.U.'s x 36,200 = 108,600

(b) Program Costs (accepted) including
12% administration = 320,000

(c) Additional Funding Required
= 320,000 - 108,600 = 211,400

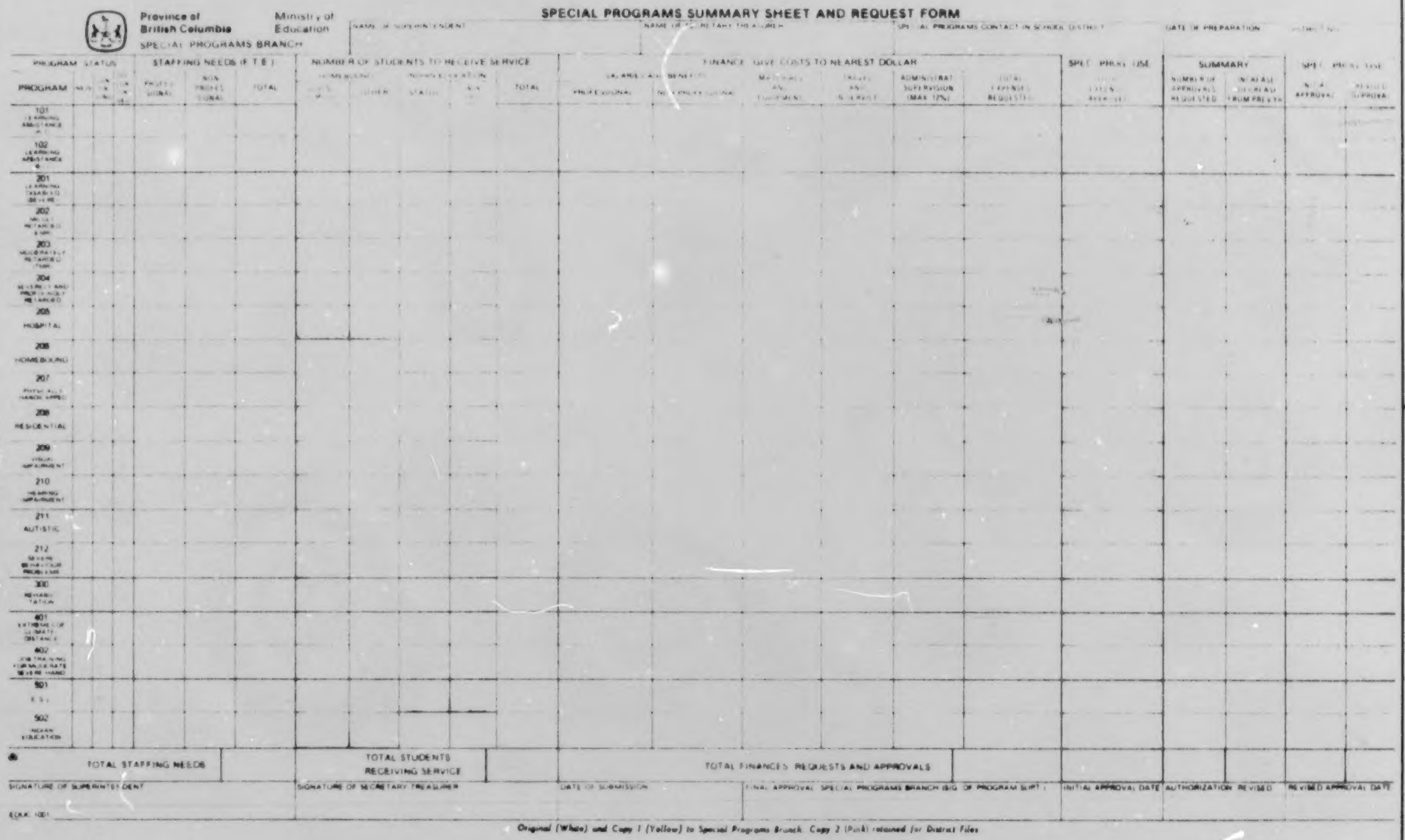
(d) Special Approvals Required
= $\frac{211,400}{28,960}$ = 7.29 = 7.5 special approvals

1.2.8 Summary Columns

1.2.8.1 Please indicate the number of special approvals requested in the column beside each program category.

1.2.8.2 Please indicate the increase or decrease of special approvals being requested compared to the previous year in the column beside each program category.

1.2.8.3 Please indicate the grand totals for special approvals requested and the increase/decrease of special approvals.



Province of
British Columbia
SPECIAL PROGRAMS BRANCH

Ministry of
Education

SPECIAL PROGRAMS SUMMARY SHEET AND REQUEST FORM

NAME OF SUPERINTENDENT

NAME OF SECRETARY TREASURER

SPECIAL PROGRAMS CONTACT IN SCHOOL DISTRICT

DATE OF PREPARATION

DISTRICT NO.

PROGRAM STATUS				STAFFING NEEDS (F.T.E.)			NUMBER OF STUDENTS TO RECEIVE SERVICE					FINANCE: GIVE COSTS TO NEAREST DOLLAR						SPEC. PROGS. USE	SUMMARY		SPEC. PROGS. USE	
							[illegible]		INDIAN EDUCATION			SALARIES AND BENEFITS										
PROGRAM	NEW	[illegible]	[illegible]	PROFESSIONAL	NON-PROFESSIONAL	TOTAL	[illegible]	OTHER	STATUS	NON STATUS	TOTAL	PROFESSIONAL	NON-PROFESSIONAL	MATERIALS AND EQUIPMENT	TRAVEL AND IN-SERVICE	ADMINISTRAT. SUPERVISION (MAX 12%)	TOTAL EXPENSES REQUESTED	TOTAL EXPENS. APPROVED	NUMBER OF APPROVALS REQUESTED	INCREASE DECREASE FROM PREV. YR	INITIAL APPROVAL	REVISED APPROVAL
101 LEARNING ASSISTANCE [illegible]																						
102 LEARNING ASSISTANCE [illegible]																						
201 LEARNING DISABLED SEVERE																						
202 MILDLY RETARDED (EMR)																						
203 MODERATELY RETARDED (TMR)																						
204 SEVERELY AND PROFOUNDLY RETARDED																						
205 HOSPITAL																						
206 HOMEBOUND																						
207 PHYSICALLY HANDICAPPED																						
208 RESIDENTIAL																						
209 VISUAL IMPAIRMENT																						
210 HEARING IMPAIRMENT																						
211 AUTISTIC																						
212 SEVERE BEHAVIOUR PROBLEMS																						
300 REHABILITATION																						
401 EXTREMES OF CLIMATE DISTANCE																						
402 JOB TRAINING FOR MODERATE SEVERE HAND.																						
501 E.S.L.																						
502 INDIAN EDUCATION																						
TOTAL STAFFING NEEDS							TOTAL STUDENTS RECEIVING SERVICE					TOTAL FINANCES: REQUESTS AND APPROVALS										

SIGNATURE OF SUPERINTENDENT

SIGNATURE OF SECRETARY TREASURER

DATE OF SUBMISSION

FINAL APPROVAL: SPECIAL PROGRAMS BRANCH (SIG. OF PROGRAM SUPT.)

INITIAL APPROVAL DATE

AUTHORIZATION: REVISED

REVISED APPROVAL DATE

EDUC. 1001

Original (White) and Copy 1 (Yellow) to Special Programs Branch. Copy 2 (Pink) retained for District Files

2.0 Individual Program - Background Information Report

2.1 General Instructions

This form provides an overview of general program categories. It is not intended that one form be filled out for each program within a general category.

The form has been set up to compress information previously required and to eliminate the necessity of districts sending in xerox copies with the original document. Please follow the distribution instructions printed on the form. Please ensure that the Special Programs Branch (Victoria) receives the completed forms by June 30.

2.2 Specific Instructions (General)

Please provide all information requested at the top of the form:

2.2.1 School District Name.

2.2.2 Program Code (ex. Cat. 201).

2.2.3 District Office Phone Number.

2.2.4 School District Number.

2.2.5 Program Status.

2.2.6 Application Date (1981/82).

2.2.7 Program Type and Number. Please indicate the number of resource room programs, self-contained classes, integrated class programs, segregated programs (ex. special school), annex, itinerant teacher programs within the general program category (i.e. Severe Learning Disabled).

2.3 Specific Instructions - Part A

2.3.1 Program Description. Please provide an overall program description for each general category. If necessary, also attach brief descriptions of individual programs within the general category. Refer to instructions related to Rehabilitation Programs - Category 300.

2.3.2 Placement. Please provide information requested for each general category.

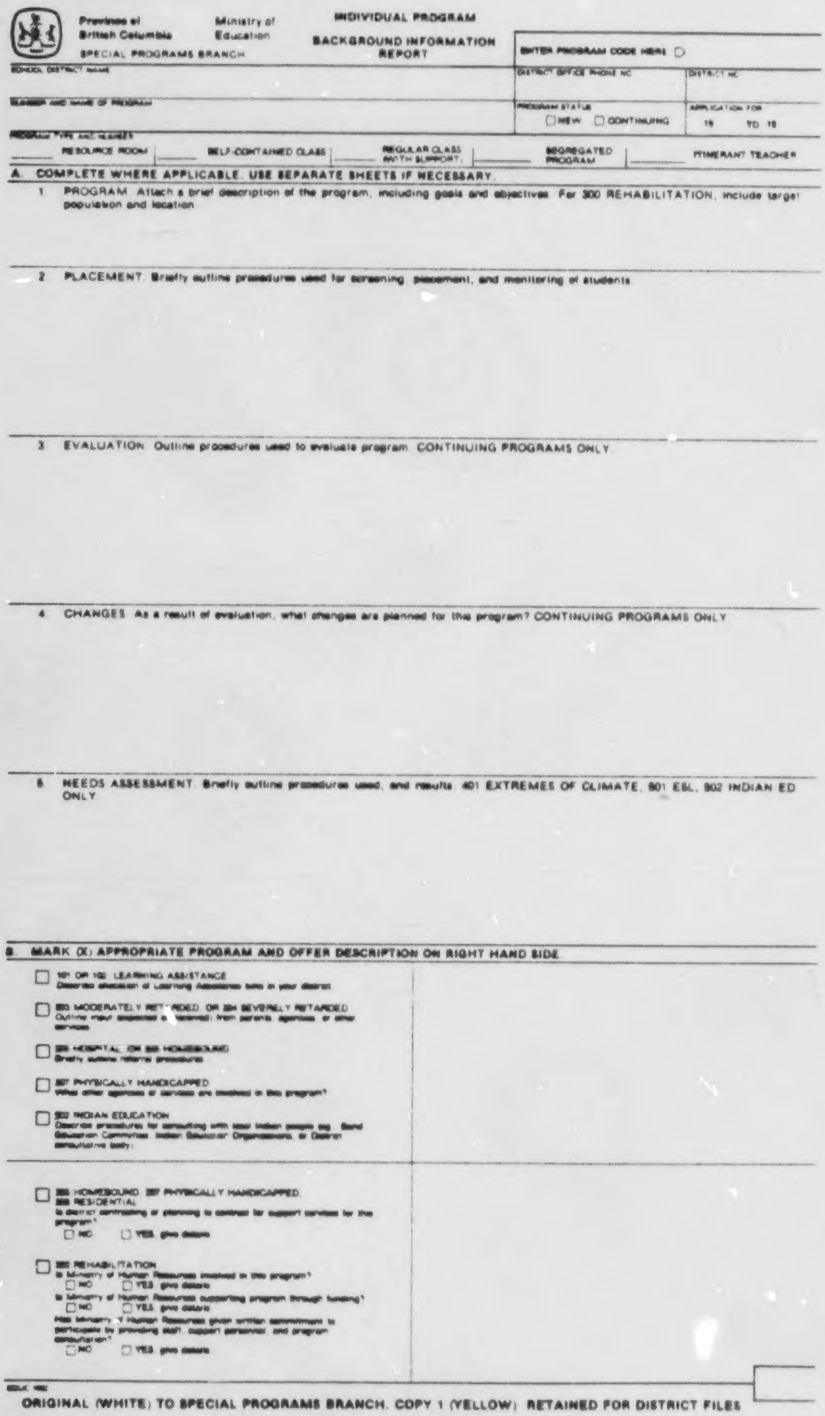
2.3.3 Evaluation. Please provide information related to continuing programs only (general categories).

2.3.4 Changes. Please provide information related to continuing programs only (general categories).

2.3.5 Needs Assessment. Please provide information for categories 401, 501 and 502 only.

2.4 Specific Instructions - Part B

2.4.1 Please provide the information only for those program categories noted (101, 102, 203, 204, 205, 206, 207, 208, 300).



Province of British Columbia
Ministry of Education
SPECIAL PROGRAMS BRANCH

INDIVIDUAL PROGRAM

BACKGROUND INFORMATION REPORT

ENTER PROGRAM CODE HERE ▷

SCHOOL DISTRICT NAME	DISTRICT OFFICE PHONE NO.	DISTRICT NO.
NUMBER AND NAME OF PROGRAM	PROGRAM STATUS ☐ NEW ☐ CONTINUING	APPLICATION FOR 19 TO 19

PROGRAM TYPE AND NUMBER
____ RESOURCE ROOM ____ SELF-CONTAINED CLASS ____ REGULAR CLASS (WITH SUPPORT) ____ SEGREGATED PROGRAM ____ ITINERANT TEACHER

A. COMPLETE WHERE APPLICABLE. USE SEPARATE SHEETS IF NECESSARY.

1 PROGRAM. Attach a brief description of the program, including goals and objectives. For 300 REHABILITATION, include target population and location.

2 PLACEMENT. Briefly outline procedures used for screening, placement, and monitoring of students.

3 EVALUATION. Outline procedures used to evaluate program. CONTINUING PROGRAMS ONLY.

4 CHANGES. As a result of evaluation, what changes are planned for this program? CONTINUING PROGRAMS ONLY.

5 NEEDS ASSESSMENT. Briefly outline procedures used, and results. 401 EXTREMES OF CLIMATE, 901 ESL, 902 INDIAN ED ONLY.

B. MARK (X) APPROPRIATE PROGRAM AND OFFER DESCRIPTION ON RIGHT HAND SIDE.

☐ 101 OR 102 LEARNING ASSISTANCE
Describe allocation of Learning Assistance time in your district.

☐ 203 MODERATELY RETARDED OR 204 SEVERELY RETARDED
Outline input (expected or received) from parents, agencies, or other services.

☐ 205 HOSPITAL OR 206 HOMEBOUND
Briefly outline referral procedures.

☐ 207 PHYSICALLY HANDICAPPED
What other agencies or services are involved in this program?

☐ 902 INDIAN EDUCATION
Describe procedures for consulting with local Indian people (e.g., Band Education Committee, Indian Education Organizations, or District consultative body).

☐ 206 HOMEBOUND, 207 PHYSICALLY HANDICAPPED, 208 RESIDENTIAL
Is district contracting or planning to contract for support services for the program?
☐ NO ☐ YES, give details

☐ 300 REHABILITATION
Is Ministry of Human Resources involved in this program?
☐ NO ☐ YES, give details
Is Ministry of Human Resources supporting program through funding?
☐ NO ☐ YES, give details
Has Ministry of Human Resources given written commitment to participate by providing staff, support personnel, and program consultation?
☐ NO ☐ YES, give details

[illegible]

ORIGINAL (WHITE) TO SPECIAL PROGRAMS BRANCH. COPY 1 (YELLOW) RETAINED FOR DISTRICT FILES

FIGURE 2

PROGRAM GUIDELINES AND INFORMATION

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100 - THE LEARNING ASSISTANCE PROGRAM

100.1 DEFINITION

The learning assistance program is designed to provide services to a school and its students through assessment, direct instruction and consultation. The goal of the program is to maintain students in the regular classroom. The program is intended for students who are experiencing significant difficulty in one or more academic areas of expected potential for learning and achievement. These students would be receiving the major part of their education in a regular class and would not require more than sixty minutes per day of intervention in a Learning Assistance Centre. Students included may have problems related to hearing, vision, physical handicaps, or mild to moderate learning disabilities.

Learning Assistance Teachers should not be providing direct instruction to "low stream" or "bottom groups" of students. The Learning Assistance Teacher should consult with Regular Teachers to modify curricula and teaching strategies to meet the needs of students who are already functioning at expectancy level, even though below grade level (i.e. slow learners).

Learning Assistance funding is not designated for students whose learning difficulties stem primarily from social adjustment problems, behavior problems, mild mental handicaps, or severe learning disabilities. Other funding categories have been created for these disabilities.

100.2 IDENTIFICATION

School districts are encouraged to establish a School Based Team in each school. The Team should consist of the Principal, Referring Teacher, Learning Assistance Teacher, the Counsellor, where appropriate, and other individual(s) who may have special knowledge of the child. Parents may be a part of the Team or they may meet with the Team to discuss their child's referral and program. Parents should definitely be a part of the referral and program planning process. The Team's function is to screen referrals, make program decisions, refer to school district services and review programs.

Referrals to the learning assistance program should be made through the School Based Team. Decisions on the type of service to be offered should be made on the basis of assessment information: previous school records; comments from the student, parents, teachers, counsellor, administrator, nurse and other resource people who have been involved with the student; classroom observations; academic achievement in regular setting; appropriate educational tests.

100.3 PROGRAM

An individualized educational program should be planned for each student who is referred for direct instruction to the Learning Assistance Teacher. The program should be developed by the Learning Assistance Teacher in conjunction with the Classroom Teacher and the School Based Team. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

The educational program is a contract between the Regular Classroom Teacher and the Learning Assistance Teacher. Responsibility for the student remains with the Regular Classroom Teacher.

School districts should make an effort each year to evaluate the effectiveness of their learning assistance programs. Please see the section on Program Evaluation for more information.

100.4 SERVICE DELIVERY

The learning assistance program should consist of three components:

(1) Approximately 20% of the Learning Assistance Teacher's time during the year should be spent in assessment. This function would include collecting data; consultation with students, parents, teachers and other professionals; classroom observation; individual assessment for program planning; diagnostic teaching; and pre and post testing.

(2) Providing direct short-term supplemental or supportive instruction in the Learning Assistance Centre would represent 60% of the Learning Assistance Teacher's time.

(3) Consultation with teachers, administrators, parents and students would occupy approximately 20% of the Learning Assistance Teacher's time. The work with teachers would include co-teaching and consultation for the purpose of modifying curriculum and instructional techniques to meet student's specific needs.

The Learning Assistance Teacher should establish a specific space in each school, which may be known as the Learning Assistance Centre, where students may come to receive specific short term assistance on a regularly scheduled basis.

100.4 (cont'd)

The caseload of the Learning Assistance Teacher should not exceed 20 students at any one time; however, during the school year the total number of students served could be as many as 40-50.

Direct instruction groupings may vary from as few as 1-1 to 1-4 but should not exceed 1-6 at the elementary level or 1-12 at the secondary level.

100.5 PROGRAM PERSONNEL

The Ministry encourages school districts to hire Learning Assistance Teachers who have the following qualifications:

(a) a Bachelor of Education degree
(b) two successful years of regular classroom teaching
(c) university or college training in five or more of the following areas:

1. introduction to exceptional children
2. diagnosis and remediation of learning disabilities
3. teaching the slower learner
4. child development/psychology of adolescence
5. behaviour management/precision teaching
6. remedial reading
7. remedial mathematics
8. language development
9. counselling and/or educational psychology
10. assessment - testing
11. psychology of learning/mastery learning

The major areas of competency for the Learning Assistance Teacher are:

(a) The ability to do a complete educational assessment. This would include observing in the classroom; using and interpreting formal and informal educational assessment procedures; interpreting psychoeducational data; diagnostic-teaching; and consultation with students, parents, teachers, and other professionals.

(b) The ability to develop, implement and evaluate an individualized educational program that is appropriate for the student's assessed needs.

100.5 (cont'd)

(c) Expertise in selecting and using a variety of instructional materials and teaching techniques.

(d) Skills for managing a learning assistance program, e.g. scheduling, record keeping, purchasing materials, organizing a centre, working with paraprofessionals.

(e) The ability to work and communicate with other teachers in the development of program and/or methodology changes for specific students; i.e. to assist the Regular Classroom Teacher in altering instructional strategies related to special needs of students; to assist teachers in altering, adapting, modifying curriculum to meet the needs of specific students; to provide teacher in-service related to learning assistance.

Districts should try to provide appropriate in-service opportunities to facilitate the upgrading of Learning Assistance Teacher's competencies.

Funding approvals for Learning Assistance Teacher's support will be calculated on actual September enrolments of the preceding school year. These approvals will be calculated in the ratio of 1 approval for each 350 students enrolled. (K-11) A kindergarten student counts as one full time student.

e.g. 1 - 175 students .5 approval
176 - 350 students = 1.0 approval
351 - 525 students = 1.5 approvals
526 - 700 students = 2.0 approvals

Owing to the variability among schools within school districts, their unique requirements will be expected to be met by allocating Learning Assistance time on the basis of need rather than of the numerical formula 1 - 350.

100.6 RESOURCES

Districts are encouraged to develop a list of standardized resources for Learning Assistance Programs and to ensure that all schools

100.6 (cont'd)

operating such programs have access to the established core equipment/materials.

100.7 FACILITIES

Refer to: Part 4 - Space Standards - B.C. Schools Facilities Manual (Revised)
pp. 4, 5, 31, 32, 41

Proposal For Revision of the B.C. School Facilities Manual - Oct. 1980
pp. 4, 6, 9, 10

100.8 CONSULTATION

The services of the Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning assistance programs. Further information may be obtained from the Coordinator, Learning Assistance and Learning Disabilities, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C. V6X 1B8, Telephone 278-3433.

201 - SEVERE LEARNING DISABILITIES

201.1 DEFINITION

The Ministry of Education recognizes the severely learning disabled as pertaining to that 1-2% of children in the schools whose hindrances to learning are so severe as to almost totally impede educational instruction by conventional methods.

Learning disabled children have one universal characteristic: in one or more learning areas, performance consistently falls far short of estimated potential. Given the complex task of defining the learning disabled population and the deficiencies of each of the many definitions currently proposed in the literature, the following definition is advanced by the Ministry of Education:

> Children with learning disabilities are those who show a significant discrepancy between their estimated learning potential and actual performance. This discrepancy is related to basic problems in attention, perception, symbolization and the understanding or use of spoken or written language. These may be manifested in difficulties in thinking, listening, talking, reading, writing, spelling or computing. These problems may or may not be accompanied by demonstrable central nervous system dysfunctions.

201.2 IDENTIFICATION

Students suspected of being severely learning disabled should be referred for in-depth psycho-educational assessment. Health and developmental information should be included in the assessment.

Parental permission should be obtained prior to any data gathering and the parents should be involved in any program/placement decisions.

201.3 PROGRAM

An individualized educational program should be planned for the student with a severe learning disability. The program should include a statement of the student's present levels of educational performance, the long range goals and short term instructional objectives, the services to be provided, an evaluation procedure, the anticipated duration of services and a date for reviewing the program.

Individualized instruction should be provided on an intensive, short-term basis with the view to returning the student to the regular classroom as quickly as possible. Each student's program and placement should be reviewed regularly.

201.4 SERVICE DELIVERY

School districts should examine the least restrictive alternative in planning services for the severely learning disabled. Services could include part-time withdrawal to a Resource Room (up to 50% - 60% of time); assessment and programming centres; special day classes; and Regional Educational Support Centres.

201.5 PROGRAM PERSONNEL

Teachers appointed to programs for the severely learning disabled should have, as a minimum requirement, the qualifications and competencies expected for Learning Assistance Teachers. In addition, advanced course work in language development, precision teaching and assessment and programming for learning disabilities is desirable.

201.6 RESOURCES

Sensory, physically or neurologically handicapped students who have difficulties in using standard print materials, may obtain special format instructional materials (i.e. talking books) that have been made available to the Ministry of Education from the Crane Library at U.B.C. Forms to certify the students' handicap may be obtained from:

201.6 (cont'd)

Dr. Brian Cox
Coordinator
Provincial Resource Centre for the
Visually Impaired
4196 West 4th Avenue
Vancouver, B.C.
V6R 1P6

These forms must be signed by the School District Superintendent or the Supervisor of Special Education.

201.7 FACILITIES

For those students whose learning disabilities fall outside the range of services which can be made available in their home districts through the application of Severe Learning Disabilities funding, the Ministry will be establishing some Regional Educational Support Centres. These Centres will be strategically located to serve students from a number of school districts. The Centres will provide access to quality assessment and programming services for severely learning disabled students. Since the goal will be the return of the student to the home school district as soon as possible, training for referring staff will be provided by the Centres. This will permit the teachers in the home school district to assume increasing responsibility for the referred child's program and to develop greater skill in dealing with a wider range of individual differences in the classroom.

201.8 CONSULTATION

The services of the Coordinator, Learning Assistance and Learning Disabilities are available to school districts to assist with learning assistance programs. Further information may be obtained from the Coordinator, Learning Assistance and Learning Disabilities, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C. V6X 1B8, Telephone 278-3433.

MENTAL HANDICAP

202 - 203 - 204

The Special Programs Branch recognizes that there are some children whose sub-average cognitive, motor, social, communication abilities, developmental skills and adaptive behaviours are such that they require special education services to assist them in attaining age-appropriate coping skills, and in reaching their potential.

Depending on their present level of functioning, these children are referred to by classical disability categories based historically on the results of I.Q. tests which are used to classify them as mildly, moderately, severely, or profoundly mentally handicapped.

The most frequently used tests in assessing mental handicap are the Stanford-Binet (1974) and the Wechsler Intelligence Scale for Children-R (1949). The results on these tests should be seen only as gross indicators of present mental development. Assessment should also include such instruments as the Vineland Social Maturity Scale, the Caine-Levine Scales and the Adaptive Behaviour Functioning Index (A.A.M.D.). A profile of the child's performance levels in all skill areas should be determined. Test scores should be regarded as mere indicators rather than definitive in nature and school districts are urged to use them with extreme caution. The reason for an assessment should always be used to assist in deciding the nature of programming for a child.

The placement in a particular program should always consider other indicators such as observed academic behaviour, demonstrated abilities to learn and become independent, social behaviour, adaptive behaviour, and, expressive and receptive language development.

The Special Programs Branch prefers that the use of categorical names like mildly, moderately, severely, and profoundly mentally handicapped are used only for administrative and financial purposes and that actual programming in the area of mental handicap is established in a way that creates a constant flow or pressure to move the student toward the least restrictive environment wherever possible. The categories of severely mentally handicapped and profoundly mentally handicapped are often difficult to separate for educational purposes. For approval process purposes the Severely and Profoundly Mentally Handicapped are placed in one funding category.

The vast majority of children with mental handicaps fall within the mild range. The numbers of moderately mentally handicapped are limited and those that appear to need programming in the severely and profoundly mentally handicapped range comprise a very small percentage.

202 - MILDLY MENTALLY HANDICAPPED (E.M.H.; E.M.R.)

202.1 DEFINITION

Mildly mentally handicapped children are those who, may not be able to progress satisfactorily in standard programs in regular classrooms without the provision of support services of an instructional and/or curricular nature.

202.2 IDENTIFICATION

A District Review and Placement Committee should be the vehicle to process referral to the program to ensure consistency with regard to the student population being served.

All students admitted to the program should have undergone a recent individual assessment. Reports of such a review should include information on perceptual disorders, personal and social adjustment, specific aptitudes and limitations.

Parental approval should be obtained in writing before performing individual tests or obtaining medical or psychological reports.

Medical reports should be available on all students...outlining visual, auditory, motor and other physical limitations.

School districts should develop and publish entrance and exit criteria for all programs. Specific procedures for monitoring and reviewing individual placements and progress should be established.

202.3 PROGRAM

The curriculum should basically follow the regular school program with modifications. In addition to the basic academic program, emphasis should be placed also on a life-skills approach.

Secondary programs should emphasize work study/work experience and vocational education to increase the students' ability to function independently.

Curriculum development and adaptation for programs for the mildly mentally handicapped are being developed and will be distributed by the Curriculum Development Branch in the near future.

202.4 SERVICE DELIVERY

In keeping with the Ministry's position of education in the least restrictive environment, many mildly mentally handicapped students would be appropriately placed in the regular classroom with the provision of support services. Partial or full special class placement should only be considered upon the recommendations of the district screening committee.

If special class placement is considered necessary, the following instructional options should be considered:

1. Enrolment in a regular class with a percentage of time spent, in a special class setting for specialized, individualized and concentrated assistance. The time spent in the special setting would vary depending upon the individual needs of the student up to approximately 90% for extreme cases.

2. Part-time enrolment in a special class with a percentage of time (up to 90%) spent in regular classes depending on the level of functioning. The special class should be limited in size to a maximum of 12 students at any given time.

202.5 PERSONNEL

It is the Ministry's expectation that teachers involved in this program be qualified and experienced. It is further expected that all teachers involved with the program have training in special education and especially in the area of mentally handicap.

202.6 RESOURCES AND FACILITIES

Refer to: Proposal for Revision - B.C. School Facilities Manual - October 1980

Part 4 - Space Standards - B.C. School Facilities Manual - (Revised)

202.7 CONSULTATION

The services of officials of the Special Programs Branch are available to assist school districts in the development and implementation of education programs for the mentally handicapped.

203 - MODERATELY MENTALLY HANDICAPPED (T.M.R.; T.M.H.)

203.1 DEFINITION

Moderately mentally handicapped students are those who demonstrate sub-average intellectual and social functioning to such an extent that they are unable to experience success with programs for the mildly mentally handicapped.

203.2 IDENTIFICATION

Moderately mentally handicapped children should be identified at the preschool and kindergarten level. If a child's mental handicap is not suspected until she/he is of school age, a complete examination involving an inter-disciplinary team is required.

A District Screening Committee should be the vehicle to process referrals to the program to ensure consistency with regard to the student population being served.

All students admitted to the program should have undergone a recent individual assessment which should include information on perceptual disorders, personal and social adjustment, specific aptitudes and limitations.

Parental approval should be obtained in writing before performing any individual tests or obtaining any medical or psychological reports.

Medical reports should be available on all students...outlining visual, auditory, motor and other physical limitations.

School districts should develop and publish entrance and exit criteria for all programs. Procedures for monitoring and reviewing individual placements and progress should be established.

203.3 PROGRAM

A range of curricula have been developed for the moderately mentally handicapped. Most are available either from various commercial sources or from educational agencies. The Ministry of Education in 1979 distributed an Education Discussion Paper titled "Learning to Live in the Community" which proposes a philosophy for the education of the moderately mentally handicapped, defines ten core curriculum areas required to implement this philosophy and offers examples of expected learning outcomes in each core area.

The curriculum for the moderately mentally handicapped should include independent living, self care, communication, social-emotional attitudes, motor skills, cognition, home management, aesthetic values, vocational training, and recreation and leisure activities. Secondary programs should emphasize work study and work experience.

Work will continue in developing a specialized curriculum for moderately mentally handicapped. These activities will be directed by the Curriculum Development Branch of the Ministry.

203.4 SERVICE DELIVERY

Moderately mentally handicapped children should be integrated by class or by individual student into regular school buildings wherever possible preferably into a school that has regular students with a similar age range.

Although special class placement will often be necessary, it is in keeping with Ministerial philosophy to integrate these students into regular classrooms wherever possible. This may take the form of attending only non-academic subjects like physical education, art and music for the lower functioning individuals or, in addition some academic subject integration for individuals with higher levels of functioning.

203.5 PERSONNEL

It is the Ministry's expectation that teachers involved with this program be certificated and experienced. It is further expected that all teachers have training in special education and especially in the area of mental handicap.

203.6 RESOURCES AND FACILITIES

Refer to: Proposal for Revision - B.C. School Facilities Manual - October 1980

Part 4 - Space Standards - B.C. School Facilities Manual - (Revised)

203.7 CONSULTATION

The services of officials of the Special Programs Branch are available to assist school districts in the development and implementation of education programs for the mentally handicapped.

204 - SEVERELY AND PROFOUNDLY MENTALLY HANDICAPPED

Increasingly, school districts are offering educational programs for severely and profoundly mentally handicapped children. These programs are expensive and require specialized staff and support services. However, many school districts are accepting this challenge and developing a variety of developmental programs supported by Special Approvals funds.

Attention is drawn to the section entitled "Funding and Placement Policy for the Severely Handicapped".

204.1 DEFINITION

Severely and profoundly mentally handicapped students are those who because of severe/profound below average intellectual and social development have extraordinary needs which will necessitate specialized supportive services.

204.2 IDENTIFICATION

A District Screening Committee should be the vehicle to process referrals for the program to ensure consistency with regard to the student population.

The student admitted to the program should have had a current individual assessment which includes information on perceptual disorders, personal and social adjustment, specific aptitudes and limitations, and a complete medical report.

Parental approval should be obtained in writing before performing any individual tests or obtaining any medical or psychological reports.

Reports by a social worker and speech and hearing specialists should also be provided. These will provide data on home conditions, on achievement and self-help skills and social learnings, and on language skills and disorders.

School districts should develop specific program entrance and exit criteria and specific procedures for monitoring or reviewing individual placements.

204.3 PROGRAM

Severely and profoundly handicapped children differ from those with milder handicaps in a number of important instructional dimensions. Factors such as imitation, generalization and retention must therefore be carefully considered in the design of instructional material, as well as in the planning of lesson sequences and in the selection of learning activities.

The dearth of commercially produced materials or programs places a premium on competencies that will allow individual teachers to complete task analyses of instructional objectives and develop homemade materials with which to accomplish them.

Sound educational programs focus on the development of the following:

(i) sensorimotor skills
(ii) self-care skills
(iii) functional language skills
(iv) social behaviours
(v) physical mobility and coordination

204.4 SERVICE DELIVERY

Severely and profoundly mentally handicapped students should be integrated into regular school buildings wherever possible preferably into a school that has regular students of a similar age range.

The Special Programs Branch recognizes that because of the limited numbers of severely and profoundly mentally handicapped students and the need for specialized facilities it may be desirable for two or more school districts to establish a regional service in one location.

Wherever possible severely and profoundly mentally handicapped students should have an opportunity of interacting with other students in the school.

Class size should remain flexible, and reflect the needs of the students.

204.5 PERSONNEL

The expectation of the Ministry of Education is that all teachers display the competencies to implement a functional and realistic program plan for each severely and profoundly handicapped student in the program. These competencies will have been developed through training and experience both in general and special education.

204.6 RESOURCES AND FACILITIES

Refer to: Proposal for Revision - B.C. School Facilities Manual - October 1980

Part 4 - Space Standards - B.C. School Facilities Manual - (Revised)

204.7 CONSULTATION

The services of officials of the Special Programs Branch are available to assist school districts in the development and implementation of educational programs for the mentally handicapped.

205 - HOSPITAL

205.1 DEFINITION

Many pupils are absent from school for periods during the school year. These pupils may be confined to hospitals for medical or other reasons. It is necessary to maintain educational programs through the services of a special teacher when the pupil is confined to a hospital for periods of ten days or longer.

205.2 IDENTIFICATION

School districts should establish and publish policies for the hospital service.

205.3 PROGRAM

Special teachers for the hospital pupils should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline responsibilities for the parent, the school and the hospital teacher. These procedures should also outline the support to be given to the hospital teacher by all concerned.

A record of pupils placed on hospital instruction should be maintained at the school district level and should be available for review.

205.4 SERVICE DELIVERY

Hospital teachers should provide academic assistance to hospitalized students. Districts should establish a framework for ensuring that all school assignments are provided to the hospitalized student. Regular contact should be established between the hospital teacher and the regular classroom teacher and between the hospital teacher, the regular classroom teacher and the parent.

205.5 PROGRAM PERSONNEL

Hospital teachers should be certificated teachers preferably with elementary and secondary school teaching experience. It is

205.5 (cont'd)

important that these teachers possess:

(a) Knowledge of public health services;

(b) Ability to work effectively with parents, public health and hospital personnel, and other school district personnel;

(c) Knowledge of curricula and instructional resources for Grades one to twelve;

(d) Knowledge of human behavior and the ability to work effectively with students who have emotional/social problems;

(e) Knowledge of child development and an understanding of the educational needs of exceptional children;

(f) Skills to assess the educational needs of a student and to modify curriculum and materials to meet the student's specific needs;

205.6 RESOURCES

Districts should attempt to ensure that the hospital teacher has access to all available resources (i.e. equipment, materials, curriculum guides, etc.)

205.7 FACILITIES

Districts should attempt to secure within the hospital setting appropriate facilities conducive to good learning conditions.

205.8 CONSULTATION

The services of the Special Programs Branch are available to school districts to assist with programs for hospitalized students. Further information may be obtained from the Special Programs Branch, Ministry of Education, 202 - 835 Humboldt Street, Victoria, B.C. V8V 2M4, Phone 387-1842.

206 - HOMEBOUND

206.1 DEFINITION

Many pupils are absent from school for periods during the school year. These pupils may be confined to their homes on a long-term basis for medical or other reasons. It is necessary to maintain educational programs through the services of a special teacher when the pupil is confined to her/his home for lengthy periods.

Special homebound educational services may also apply to pupils suspended by the Board of School Trustees for five days or longer. However, districts should ensure that service delivered on this basis is backed by policies and procedures and that adequate safeguards exist. Attention is drawn to those sections of the School Act relating to student suspension/dismissal (Section 117 (1 - 7).

206.2 IDENTIFICATION

School districts should establish and publish procedures for accessing this service.

206.3 PROGRAM

Special teachers for the homebound pupils should support the regular school program which the students would receive if they were in school.

Districts should establish procedures which outline the responsibilities of the parents, the school and the homebound teacher. These procedures should also outline the support to be given to the homebound teacher by all concerned.

A complete record of pupils placed on homebound instruction should be maintained at the school district level and should be available for review.

206.4 SERVICE DELIVERY

Homebound teachers will deliver assignments and provide academic assistance to homebound students. Districts should establish a framework for ensuring that all school assignments are provided to the homebound student. Regular contact should be established

206.4 (cont'd)

between the homebound teacher and the regular classroom teacher; between the homebound teacher, regular classroom teacher and parent.

206.5 PROGRAM PERSONNEL

Preferably homebound teachers should be certificated teachers with elementary and secondary school teaching experience. It is important that these teachers possess:

(a) Ability to work effectively with parents, public health and other school district personnel;

(b) Knowledge of human behaviour and the ability to deal effectively with students who are absent from school due to an educational handicap of an emotional and/or social nature;

(c) Knowledge of curricula and instructional resources for Grades one to twelve;

(d) Knowledge of child development and an understanding of the educational needs of exceptional children.

(e) Skills to assess the educational needs of a student and to modify curriculum and materials to meet the student's specific needs.

206.6 RESOURCES

Districts should attempt to ensure that the homebound teacher has access to all available resources (i.e. equipment, materials, curriculum guides, etc.)

206.7 FACILITIES

Homebound teachers should not be expected to instruct in the home when parents/guardians are absent.

206.8 CONSULTATION

The services of the Special Programs Branch are available to school districts to assist with programs for homebound students. Further information may be obtained from the Special Programs Branch, Ministry of Education, 202 - 835 Humboldt Street, Victoria, B.C. V8V 2M4, Phone 387-1842.

207 - PHYSICALLY HANDICAPPED

207.1 DEFINITION

Physical handicaps are as varied as the students who have them. Included in this category would be disorders of the nervous system, musculoskeletal conditions, congenital malformations, and other crippling and health impaired conditions.

207.2 IDENTIFICATION

Physically handicapping conditions are usually identified on the basis of medical classifications:

Disorders of the nervous system: e.g. Cerebral Palsy, Convulsive Disorders (Epilepsy), Multiple Sclerosis.

Musculoskeletal conditions: e.g. Scoliosis, Legg-Perthe's, Rheumatoid Arthritis, Muscular Dystrophy.

Congenital malformations: e.g. malformations of the heart, limb deficiences, spina bifida, hydrocephalus.

Other crippling conditions: e.g. conditions due to accidents, infectious diseases, birth injuries.

Impaired health conditions: e.g. cystic fibrosis, leukemia.

207.3 PROGRAM

Educational programs for physically handicapped students will be as diverse as their handicaps. Most of the students should be fully integrated with adaptations made to physical facilities to accommodate their handicap. Some students may require minor modifications to curriculum, methods and/or materials.

207.4 SERVICE DELIVERY

Most physically handicapped students should receive services at their neighbourhood school or another school in their home school district.

207.4 (cont'd)

For children who are multiply handicapped, programs may be established in their neighbourhood school, at home or at a special centre operated by their school district, another district, the Ministry, another agency, or combinations of these.

Where jointly delivered services are involved, details of the other components of the service should be described and submitted with the application for special approval funding.

207.5 PROGRAM PERSONNEL

"Program Chance" personal attendants may be used to assist physically handicapped students. Please refer to the Program CHANCE GUIDELINES already distributed to the system (Schools Department Circulars R.44 and R.49).

207.6 RESOURCES

Disabled Living Resource Centre
Kinsmen Rehabilitation Foundation
2256 W. 12th Avenue
Vancouver, B.C. V6K 2N5
(604) 736-8841

- information and referral service, library, and aides display.

Associations and agencies established for specific handicaps.

207.7 FACILITIES

School districts are strongly encouraged to consider the needs of the physically handicapped in new and existing school buildings. Please refer to the British Columbia School Buildings Manual for detailed information.

207.8 CONSULTATION

The services of the Special Programs Branch are available to school districts to assist with programs for the physically handicapped.

207.8 (cont'd)

Further information may be obtained from the Special Programs Branch, Ministry of Education, 202 - 835 Humboldt Street, Victoria, B.C. V8V 2M4, Phone 387-1842.

208 - RESIDENTIAL

208.1 DEFINITION

Consistent with the service delivery model encouraged by the Special Programs Branch, in some instances children are admitted to institutions or centres for other than educational reasons. Residential programs should involve the provision of the educational component to programs for children in institutional settings operated by other agencies or Ministries.

208.2 IDENTIFICATION

School Districts should endeavour to identify children of school-age who are legal residents according to the School Act and who have been admitted to residential programs within the district and also those children who have been admitted to residential programs in other districts.

208.3 PROGRAM

Wherever possible districts should provide, where appropriate, the residential educational program option within the existing program categories (ex. Mentally Handicapped).

Only very unique program proposals should be put forward in the 208 - Residential Program Category and proposals should reflect the rationale for accessing this category rather than the other program categories.

All educational programs within this category must be provided through employees of the school district and must be operated under the authority of the local Board of School Trustees within the terms of the School Act and Regulations.

208.4 SERVICE DELIVERY

Attention is drawn to Schools Department Circulars R.65; R.66 - Funding and Placement Policy for Severely Handicapped Children. Some residential programs qualify for Provincial Resource Designation and therefore approved costs are assumed by the Ministry of Education through direct grants. Such programs are not eligible for special approvals funding and should not be included in district special approvals submissions.

Service delivery within residential programs could include provision of:

(a) Direct Instruction by qualified teacher(s).

(b) Itinerant Teacher/Aide.

(c) District Support Services (ex. Speech Pathology.)

(d) Correspondence Instruction/Supervision.

Service delivery should make provision for integrated programming and support services in local schools where such is considered least-restrictive and in the best interests of the child. Transition programs should also be considered.

208.5 PERSONNEL

It is expected that all teachers be duly certified and experienced and that all educational program personnel be employees of the local school district. All teachers should have training in special education and display those skills necessary to develop and implement functional and realistic individual programs.

208.6 RESOURCES

Educational equipment, materials and supplies should be provided by the host school district and are eligible costs within the special approvals funding system. (See instructions related to Special Approvals Summary and Request Form.)

All resources provided by school districts should remain the property of school districts and should be included in the school district inventory.

School districts should ensure that teachers and students in residential programs have access to all available district resources.

208.7 FACILITIES

School Districts should refer to Capital Funding regulations and procedures available through the Financial Services Division of the Ministry of Education.

In addition, school districts should consult with the Facilities Services Division of the Ministry of Education and should refer to the Revised School Building Manual (Part 4) - Draft recently issued by the Facilities Services Division.

208.8 CONSULTATION

The services of officials of the Special Programs Branch are available to school districts in the development and operation of residential programs.

209 - VISUAL IMPAIRMENT

209.1 DEFINITION

Visually impaired students include those students whose visual impairment results in such a substantial educational handicap that they require special education and/or related services from trained and experienced teachers of the visually impaired. These students are commonly referred to as blind or partially sighted students.

Visually impaired students are comparatively few in number, are in widespread geographic areas, and require unique diversified programs.

209.2 IDENTIFICATION

Each school district should have a vision screening program for the identification and prevention of visual impairment. Such programs can be jointly conducted by the local health and school personnel. A referral system to assist regular classroom teachers to refer children with a suspected vision problem should also be established. Information regarding vision screening and referrals can be obtained from the office of the Provincial Coordinator, Program for Visually Impaired.

209.3 SERVICE DELIVERY

In view of the variablility of educational needs of visually impaired students, a variety of options must be available to individual visually impaired students. To meet the needs of visually impaired students, school districts should make available the following special educational programs, if required:

(a) Regular class with support from Itinerant Teacher and/or Teacher aide.

(b) Resource Room.

(c) Special Class.

(d) Individualized Program for children with special needs, (e.g. visually impaired student with another handicap, multi-sensory deprived student).

In programs where blind (braille-using) students are enrolled braille transcription services for tests, examinations and teacher-made materials should be provided.

09.4 PROGRAMS

With adequate support services most visually impaired students can be educated in regular classroom programs.

Many visually impaired students can follow the regular curriculum with minor adaptations in content or methods. However, whenever necessary, the curriculum should be modified and individualized to reflect needs. The curriculum should allow for specific skill building areas such as braille reading (for blind students), typing, abacus, orientation and mobility skills, visual functioning training, etc., and not be confined to academic subjects.

ORIENTATION AND MOBILITY

Orientation and Mobility is an important independence skill for visually impaired students. The development of this skill is a shared responsibility of school and home. In accordance with Schools Circular No. R.59 dated September 4, 1980 the Ministry provides instruction to eligible visually impaired students through a contract with the Canadian Institute for the Blind.

09.5 PROGRAM PERSONNEL

Trained and qualified teachers should be employed for programs for visually impaired students in accordance with Schools Circular No.58 dated August 29, 1978. Other personnel (e.g. Orientation and Mobility instructors, braille transcribers) involved should have the training and competencies in the relative area.

09.6 RESOURCES

Attention is drawn to teaching suggestions outlined in "The Blind Student in the Regular Classroom" (Ministry of Education, 1976) and "Guidelines for Public Programs Serving Visually-Handicapped Children", S.J. Spungin, American Foundation for the Blind, (1978).

A Provincial Resource Centre for the visually impaired has been established and is located at 4196 W. 4th Avenue, Vancouver, B.C., V6R 1P6, Telephone: 224-2355. A catalogue of special instructional resources is available on request. Services include:

(a) Short and long term loan of prescribed texts in braille and/or tape cassette format;

(b) Loan of specialized equipment;

(c) Borrower advisory services.

RESOURCES (cont'd)

Information regarding recreation and family support services for visually impaired students can be ontained from the Canadian National Institute for the Blind, 350 East 36th Avenue, Vancouver, B.C., V5W 1C5., Telephone: 321-2311.

School administrators and regular classroom teachers and aides working directly with visually impaired students should contact the itinerant or resource teacher of visually impaired students of their local school district for information, advice, suggestions and the required services.

209.7 FACILITIES

Most visually impaired students require certain equipment and facilities in order to function in a regular school setting. Some basic items include typewriters, cassette recorders, optical aids and other items recommended by the school district itinerant or resource teacher or the Provincial Coordinator,Program for Visually Impaired, Ministry of Education. Consideration should be given to allow physical facilities which include storage of special equipment (e.g. braillers, typewriters) and materials (e.g. braille texts, large print dictionaries, tapes) used by the visually impaired students. A working or instructional area for specific skill building by the itinerant or resource teacher should also be provided.

209.8 CONSULTATION

The expertise and support of the Provincial Coordinator, Program for Visually Impaired is available to assist school districts in the development, maintenance and supervision of educational program for the visually impaired. Further information may be obtained from:

Provincial Coordinator, Program for Visually Impaired
Special Programs Branch
7451 Elmbridge Way
Richmond B.C.
V6X 1B8
Telephone: 278-3433

210 - HEARING IMPAIRMENT

210.1 DEFINITION

Hearing impaired students include those students whose hearing impairment results in such a substantial educational handicap that they require special education and/or related services from trained and qualified teachers of the hearing impaired. These students may be described as deaf or hard of hearing.

210.2 IDENTIFICATION

Most children with a significant hearing loss will have been identified prior to their admission to the school system. A few however, and particularly those with less severe losses will not have been picked up prior to kindergarten. It is highly recommended that all children in kindergarten be given a hearing screening test early in the year. Those children who fail the screening test should be referred to their nearest health unit or audiological clinic for a complete assessment of their hearing. It is further recommended that any student being referred for special educational services at any time during his/her school career be referred for an audiological assessment to ensure that he/she does not have a hearing loss contributing to or accounting for his/her educational problems.

210.3 PROGRAM

Any child diagnosed as hearing impaired and requiring special services from a teacher of the hearing impaired should have an I.E.P. prepared to meet his/her educational needs. While the responsibility for designing the I.E.P. shall be that of the teacher of the hearing impaired other professionals may be involved. These may include speech pathologists, audiologists, psychologists and others as required as well as the parents. The child's educational progress should be reviewed frequently and an audiological assessment carried out once a year. Specialized curricula for the hearing impaired are being developed and will be distributed by the Curriculum Development Branch as they become available.

210.4 SERVICE DELIVERY

210.4.1 Local Programs

Many hearing impaired students can and should be educated in regular classes with the necessary support of itinerant teachers of the hearing impaired.

However, in view of the variability of educational needs of hearing impaired students, a variety of options must be available. School districts should make available the following special educational programs, as required:

(a) Regular class with support from an itinerant teacher of the hearing impaired.

(b) Resource Room staffed by a teacher of the hearing impaired.

(c) Self contained class staffed by a teacher of the hearing impaired and with the necessary support services.

(d) Individualized programs for hearing impaired students with special needs, (e.g. multi-handicapped hearing impaired students).

210.4.2 Regional Programs

Hearing impaired students are comparatively few in number and are in widespread geographic areas. Therefore it is not always feasible to provide the full range of services as described in 210.4.1. In such cases school districts are encouraged to work together to establish regional programs to serve the needs which cannot be met by all individual districts.

210.4.3 Provincial Program

When the needs of a particular hearing impaired student cannot be met locally or regionally, that student may be referred to the Provincial Educational Review Committee for the Hearing Impaired for possible placement in Jericho Hill Provincial School for the Deaf.

210.4.4 Secondary Programs

Secondary age hearing impaired students often present additional needs of a social and educational nature. In order to meet the needs of those students requiring more than itinerant services, it may be necessary to centralize services regionally or provincially. Secondary school programs for the hearing impaired should be developed only where there are sufficient students to launch a flexible and comprehensive program with qualified staff and the necessary support services. It is recommended that a minimum of 10 students be required for such a program. Provincial Programs are available at the secondary level at Jericho Hill Provincial School (T.C.) and with Burnaby School District (Auditory/Oral).

210.5 P.E.R.C.H.I.

School districts requiring advice on placement of hearing impaired students may refer them to the Provincial Educational Review Committee for the Hearing Impaired (P.E.R.C.H.I.). This committee comprised of rofessionals involved in the education of the hearing impaired will review the needs of the student and make recommendations for appropriate programs to the home school districts. Referrals to this committee are made through the Provincial Coordinator of Programs for the Hearing Impaired.

210.6 PROGRAM PERSONNEL

All programs for hearing impaired children shall have the services of teachers of the hearing impaired. Where the numbers of teachers warrant it a local coordinator (supervisor) may be provided to coordinate the program. Other personnel may include teacher aides/ interpreters as required.

210.7 RESOURCES

All personnel dealing with hearing impaired students should have some background of knowledge of and expertise in working with hearing impaired children.

210.8 FACILITIES

When appropriate, auditory training equipment may be provided for school use. To ensure effective use of such equipment and personal hearing aids, classroom environments should receive acoustical attention and treatment.

210.9 CONSULTATION

The services of the Provincial Coordinator of Programs for the Hearing Impaired are available to school districts to assist with programs for hearing impaired students. Further information may be obtained from the Provincial Coordinator of Programs for the Hearing Impaired, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C., V6X 1B8. Telephone Number: 278-3433.

210.10 REFERENCE

A Ministry of Education Policy on the education of hearing impaired children is on page 15.85of these Guidelines.

210.11 PROCEDURES FOR OBTAINING AUDITORY TRAINING EQUIPMENT FOR HEARING IMPAIRED STUDENTS

For the past several years, the Ministry of Education has made available auditory training equipment to hearing-impaired students in the public schools of British Columbia. This equipment is provided and serviced through the Speech and Hearing Division of the Ministry of Health. In order to continue smooth delivery of this support service, all are asked to observe the following procedures:

1. Requests for auditory training equipment (for school use only) should be forwarded to the Provincial Coordinator of the Hearing Impaired, Special Programs Branch, Ministry of Education. This application, signed by the District Superintendent, should be supported by recent audiometric data if available and an outline of the student's educational program and environment.

2. On receipt of the above request, the application will be forwarded to the Speech and Hearing Division, Ministry of Health for a review and report from one of their audiologists. A recommendation for action and provision of appropriate equipment is then returned to the Ministry of Education.

3. After considering the recommendation(s), Special Programs Branch may authorize necessary action, including the purchase of equipment to be provided on loan to the school district for use by an individual student. It should be noted that the equipment remains the property of the B.C. Government, (Ministry of Education) and must be returned if the student leaves the district or does not require the equipment for some other reason.

4. After authorization by the Ministry of Education the equipment will be supplied and serviced by the Speech and Hearing Division, Ministry of Health. The local audiologist will install the equipment and adjust it to the student's individual requirements. He/she will instruct both teacher and student on the use and care of the equipment.

5. The local audiologist is responsible for monitoring the equipment and the audiological levels on a regular basis. Should any problem arise between these periodic checks, the teacher or principal should contact the audiologist immediately.

6. As this equipment is expensive, all school districts should make certain that it is covered by adequate insurance.

7. Further enquiries should be addressed to the Provincial Coordinator of Programs for the Hearing Impaired.

210.12 POLICIES GOVERNING AUXILIARY BOARDING ALLOWANCE FOR HEARING AND VISUALLY IMPAIRED STUDENTS

1. The auxiliary boarding allowance (up to a maximum of $150 per month) is payable only as a supplement to the boarding allowance amount payable as outlined under Section 157 of the School Act.

   The intent of the auxiliary boarding allowance is to defray the actual costs of boarding a student up to a maximum of $300.

2. Auxiliary boarding allowance is payable on a ten month basis and may be applied only to hearing or visually impaired students who must live away from home in order to attend an appropriate educational program.

3. In order to qualify for the auxiliary boarding allowance the student's educational program must be approved by the Ministry of Education. In the case of hearing-impaired students, the program is to be reviewed and approved by the Provincial Coordinator of the Hearing Impaired. The program for visually impaired students requires review and approval by the Provincial Coordinator of the Visually Impaired.

4. All applications for the auxiliary boarding allowance must be made to the Special Programs Branch of the Ministry of Education. Upon approval, monthly forms will be submitted by the Special Programs Branch to Financial Services. Forms for the boarding allowance payable under Section 157 of the School Act. should be forwarded directly to Financial Services, Ministry of Education.

5. Boarding allowances will be paid to the home School District. It is recommended that these funds then be paid directly to the boarding home with the student's parents receiving a record of all payments.

6. Students residing at Jericho Hill School are not eligible for boarding allowances under Section 157 of the School Act. or the auxiliary boarding allowance.

7. Students who are boarding out and attending Jericho Hill School as day students are eligible for all boarding allowances.

211 - AUTISTIC

211.1 DEFINITION

The definition of Autistic students used by the Ministry of Education is derived from the short definition endorsed by the Canadian Society for Autistic Children (October 1977).

"Autism is a severely incapacitating life-long developmental disability which typically appears during the first three years of life. It occurs in approximately five out of every 10,000 births and is four times more common in boys than girls. It has been found throughout the world in families of all racial, ethnic and social backgrounds. No known factors in the psychological environment of a child have been shown to cause autism.

The symptoms are caused by physical disorders of the brain. They must be documented by history or present on examination. They include:

1. Disturbances in the rate of appearance of physical, social and language skills.
2. Abnormal responses to sensations. Any one or a combination of sight, hearing, touch, pain, balance, smell, taste, and the way a child holds his body are affected.
3. Speech and language are absent or delayed while specific thinking capabilities may be present. Immature rhythms of speech, limited understanding of ideas, and the use of words without attaching the usual meaning to them are common.
4. Abnormal ways of relating to people, objects and events. Typically, they do not respond appropriately to adults and other children. Objects and toys are not used as normally intended.

Autism occurs by itself or in association with other disorders which affect the function of the brain such as viral infections, metabolic disturbances, and epilepsy."

211.2 IDENTIFICATION

Students admitted to the program should have had a current assessment which includes information on vision, hearing, intellectual and educational levels, speech, social adjustment, and physical development. Parental approval in writing should be obtained before performing any tests or obtaining any medical or psychological reports. Parental input and acceptance of all placement decisions are essential. Placement of all pupils should be reviewed regularly.

A District Screening Committee should be the vehicle to process referrals for the program to ensure consistency with regards to the student population.

Specific program entrance and exit criteria should be developed and specific procedures for monitoring or reviewing individual placements.

211.3 PROGRAM

The most impressive and helpful treatments autistic children can receive are effective educational programs. Such programs should increase students' growth through a highly structured, highly motivational, task-oriented behaviour modification program of developmental activities, based on each individual child's nature and needs, in the areas of:

1. Socially adaptive behaviour and social responsiveness.
2. Gross and fine motor coordination skills.
3. Visual and auditory perception skills.
4. Language and communication skills.
5. Academic performance.

The increase in adaptive behaviour and skills is expected to result in a greater emphasis in the nurturing of a range of functional skills which can be generalized into community living.

211.4 SERVICE DELIVERY

It is generally not desirable to educate autistic children in separate buildings or to establish separate one room schools. Programs for the autistic should be integrated into existing school buildings whenever possible. District support and other administrative services should be made available as to any other existing program.

In view of the variability of educational needs of autistic students, support services should be available to individual autistic students at different times.

The following support options should constitute the minimum options in a continuum of available special educational services in a school:

(a) Teacher/Consultant

(b) Itinerant Teacher/Aide

(c) Resource Room

(d) Special Class

Autistic students are comparatively few in number, are in widespread geographic areas, and require unique diversified programs. Many autistic students may be educated in regular class with necessary support services provided. The curriculum for autistic students should be modified and individualized to reflect needs. The curriculum should be all encompassing and not confined to academic subjects.

There is the expectation that these programs be developed in conjunction with other ministries (Ministry of Human Resources and the Ministry of Health). Attention is drawn to the involvement of the PROVINCIAL INSERVICE RESOURCE TEAM (P.I.R.T.) in support of programs for children with autism.

P.I.R.T. has been established by the Ministry of Human Resources to help meet the needs of autistic children in B.C. communities, including those with severe developmental delays who have "autistic" behaviours.

The Team is composed of a coordinator, a psychologist, a psychiatric nurse, a teacher, a speech and language specialist, and an administrative support worker.

P.I.R.T. is designed to train parents, teachers and others in the community to meet the needs of children with severe behavioural disturbances, particularly those diagnosed as autistic. The team offers training services anywhere in B.C. to individuals and agencies who request assistance with the management and training of autistic children. This service is contingent upon local agencies, working together to form a service network for the referred child or children.

Referrals are to be channelled through the local office of the Ministry of Human Resources. As time and scheduling priorities permit, the team will be available to consult with prospective trainees by phone or, if necessary, in the community prior to the actual training program.

Further information may be obtained from the Coordinator of P.I.R.T., c/o Woodlands, 9 East Columbia Street, New Westminster, British Columbia V3L 3V5. Telephone: 521-2611.

211.5 PERSONNEL

It is the Ministry's expectation that teachers involved in this program be certificated and experienced. All teachers should have training in special education and display those skills necessary to develop and implement a functional and realistic individual program.

In addition to the teacher the success of an instructional program may be directly affected by other support staff involved in the program. These staff may include teacher aides and/or child care workers whose main function should be to assist the teacher in operationalizing the educational plans. It is hoped that all program staff have received basic training in growth and development, behaviour management and human relations and demonstrate skills in current special education practice.

211.6 RESOURCES

The Pacific Association for Autistic Citizens, 107-395 West Broadway, Vancouver, B.C. V5Y 1P5, Telephone: 879-8888 has developed an extensive resource library of materials and information on autism and welcome enquiries. A guide for developing successful programs for autistic and other severely handicapped is available titled "Teaching Makes a Difference" (California State Department of Education, 1977) is available from The Pacific Association for Autistic Citizens.

Another book published recently is also a useful resource for current thought on the education of autistic children and youth.

Title: Critical Issues in the Education of Autistic Children and Youth, 1981

Published by: Division of Innovation and Development
Bureau of Education for Handicapped
U.S. Office of Education
Donahue Building
3117 - 400 Marilyn Avenue
Washington, D.C. 20202

211.7 FACILITIES

The location of classrooms for autistic children on a regular school campus provides access to normal peer models, peer tutors, relatively easy transition from the segregated classroom to the regular classroom situation, to the gymnasium, library and other facilities that the teacher wishes to incorporate into the program.

A regular size classroom for six to eight pupils contains sufficient space for individualized instruction, training activities, group and other activities.

211.8 CONSULTATION

The services of officials of the Special Programs Branch are available to school districts in the development of educational programs for autistic children and youth.

212 - SEVERE BEHAVIOUR PROBLEMS

212.1 DEFINITION

Children with severe behaviour problems are those who exhibit excessive deviant behaviours which seriously interfere with the learning process for him/herself as well as for other students. Some examples would be physical and/or verbal aggression, attention seeking, unusual or excessive fears, lack of interaction with peers and/or adults, etc.

These children almost always exhibit a significant discrepancy between academic performance and potential.

212.2 IDENTIFICATION

These children are usually identified initially by the classroom teacher who should attempt to document the specific behaviours causing concern, their frequency and the circumstances under which they are likely to occur. The focus of the teacher's assessment should be the educational context of these behaviours rather than a medical-diagnostic framework.

It is often useful for systematic observation of the child-teacher interactions to be conducted by a third party (principal, counsellor, consultant) in order to clearly identify the precursors to the specific behaviours and the effects of teacher intervention.

212.3 PROGRAM

Intervention programs for children with severe behaviour problems must be designed on an individual basis with coordination between the school and home. It is expected that wherever possible this intervention will take the form of regular consultation with, and support for, the regular classroom teacher rather than removal to a special setting.

The utilization of this technique should receive prior approval of the parent and should be explained in detail to parents prior to implementation. Time-out techniques should be utilized only under controlled circumstances and should be evaluated and monitored closely.

212.4 SERVICE DELIVERY

The preferred venue for intervention with children with severe behaviour problems is the regular classroom, with consultation on program development and management provided to the teacher. This consultation may be provided by the principal, special counsellors, specialist teachers or psychologists, depending on the district's personnel and the availability of service from other agencies (e.g., Ministry of Human Resources staff, Mental Health personnel).

This approach eliminates the difficult process of transferring the child from a special setting back to the regular class. There is strong evidence that improvement in behaviour does not usually survive this transfer. In addition the presence of good peer models strengthens the learning of more adaptive behaviours. Where possible a reduction in class size (a "protected class") may permit the retention of one or more children with severe problems in a normalized situation.

In those situations where the behaviour problems cannot be dealt with in the regular classroom (because of their nature or frequency) a special class program may be developed for short-term placement. The goal of this placement should be the careful identification of those behaviours which have resulted in removal from the regular class setting, implementation of strategies to modify these behaviour with on-going evaluation of the interventions.

212.5 PROGRAM PERSONNEL

The major emphasis should be on identifying a person or team who can provide consultation to the regular classroom teacher in dealing with severe behaviour problems. In some districts this service is delivered by a team consisting of a teacher and child care worker working in the regular classroom, while other districts use a counsellor, educational psychologist or other district personnel.

The use of trained aides should also be considered.

212.6 RESOURCES

The whole range of human and material resources should be made available for these programs. These would usually include the specialist services described above, as well as the usual material and equipment. In addition, programmed learning materials are often useful with this group of students.

212.7 FACILITIES

Facility requirements are not specific for programs for children with severe behaviour problems. However, it has been found desirable in some instances to use smaller than standard classrooms with appropriate partitions to reduce distractibility.

If time-out procedures are used as part of a behaviour modification program, a special space may need to be designed for this purpose.

212.8. CONSULTATION

Although the major focus of these programs should be educational, it may be appropriate to utilize other consultative services which are available in the community (e.g., Ministry of Human Resources, Mental Health, Family Services Agencies).

District consultants in all curriculum areas as well as special education may be able to provide valuable help for this group of children.

300 - REHABILITATION

300.1 DEFINITION

These programs, which are jointly funded and managed by school districts, the Ministry of Education and the Ministry of Human Resources, provide a combined educational and child care service, for students who have dropped out of school or appear likely to do so. The major goal is the acquisition of basic academic and social skills which will permit re-entry into the school system or further training or employment. Since these programs are viewed as part of a continuum of service, emphasis should be placed on preparation for the next step, as identified by students, staff and parents.

300.2 IDENTIFICATION

In the majority of cases students in these programs will be those who have experienced great difficulty in coping with the traditional secondary school structure, instructional methods and curriculum. They will typically be at the junior secondary age level and exhibiting social/emotional as well as academic problems.

Every effort should be made to develop in-school individual programs for these students prior to referral to a rehabilitation program.

In extraordinary circumstances these programs may be developed to serve elementary students but this should occur only when all other options have been exhausted.

300.3 PROGRAMS

Program proposals should be developed by a local program advisory committee which must include school district and Ministry of Human Resources representatives. It is often desirable to have other agencies, community representatives and parents participate as well. Funds for Ministry of Human Resources input to rehabilitation programs are part of each Regional Manager's budget and therefore program negotiations should be conducted between the school district and Regional Manager or delegate.

The program description will clearly define entrance and exit criteria which will be made known to students and parents.

An individual education program will be developed with each student in conjunction with his/her parents. These programs will include counselling, life skills training and recreational programming which will be the prime responsibility of the child care worker(s).

Programs and individual evaluation should be conducted jointly by school district and Ministry of Human Resources staff in conjunction with students and parents.

300.4 SERVICE DELIVERY

The program must be attached to a regular school for administrative purposes and will be under the supervision of the principal of the school. It may be located within the school (although it will accept referrals on a district-wide or area basis) or in separate premises.

The facilities of the host school should be made available to the program as far as possible. These typically would include gyms, shops, library, etc.

Attempts should be made to have students in rehabilitation programs participate in activities and classes of the host school to the greatest extent possible as part of the re-integration process.

300.5 PROGRAM PERSONNEL

The minimum staffing requirement is a teacher employed by the school district and a child care worker who may be an employee of the Ministry of Human Resources, an employee of the school district or of a private society. In all cases funding for the child care worker and some appropriate program expenses (e.g. transportation, recreational activities) will be provided by Ministry of Human Resources funding.

In some cases it may be appropriate for the school district to provide an aide or staff assistant for the program as well as a teacher.

Hours of work for child care workers should allow for sufficient flexibility so that activities can be scheduled for after school hours.

300.6 RESOURCES

The full spectrum of resources of the school district should be made available to the rehabilitation program. These should include assessment services, resource materials and specialist consulting services.

300.7 FACILITIES

Rehabilitation programs may be located in facilities outside of school premises; there are programs presently located in stores, warehouses, houses and school annexes which have become surplus to requirements.

The provision and maintenance of appropriate facilities is the responsibility of the school district.

300.8 CONSULTATION

Programs and individual consultations should be made available by district staff and school administrative staff. In addition, social work consultation should be available from local Ministry of Human Resources staff.

Special Programs staff are also available for consultation.

401 - EXTREMES OF CLIMATE/DISTANCE

401.1 Definition

The Ministry of Education recognizes that districts incurring extra costs due to extremes of climate or distance may be eligible for additional funding.

This program category may be used by the smaller and/or isolated school districts to meet unique program or coordination/administration needs related to the delivery of their special programs/special services.

401.2 Identification

N/A.

401.3 Program

Only very unique program proposals should be put forward in this category. Proposals must provide rationale/justification and must describe in detail the type of program/service intended to overcome problems associated with climate/distance.

401.4 Service Delivery

Districts should describe in detail the intended service delivery of the program proposed.

401.5 Personnel

Districts should indicate the type and number of personnel proposed and should include position descriptions in the submission under this category.

402 - JOB TRAINING FOR MODERATELY AND SEVERELY HANDICAPPED STUDENTS

402.1 Definition

This program category is intended for the provision of work-study and work-experience (career and vocational education) to students who are moderately and severely handicapped, who are fifteen years of age and older and who require a program which will provide appropriate knowledge, skills and attitudes related to earning a living. This program category is for students who are receiving assistance in programs for the moderately and severely mentally handicapped, for the autistic, the profoundly deaf, the blind, the severely physically handicapped and the severely learning disabled.

It is expected that school districts will not access this program category for mildly handicapped students. The regular work-study/work-experience program through the guidelines of the Career Education Branch is intended to meet the needs of the mildly handicapped student.

402.2 Identification

School Districts should attempt to determine vocational/work aptitudes and aspirations of moderately and severely handicapped students prior to work-study and prior to work-experience placements. Parents should be involved in this process. All existing assessment data related to individual strengths, skills, abilities and needs should be taken into consideration.

402.3 Program

School Districts should ensure that Work-Study/Work-Experience Guidelines as set out by the Career Programs Branch of the Basic Programs Section of the Ministry of Education are followed in relation to job training programs for the moderately and severely handicapped.

Wherever possible districts should move beyond "in-house" project work or production/assembly line activities operated within the school setting. Attempts should be made to place students in actual work placements within the community following an intensive work-study component. Attempts should be made to place students based upon job-task analysis and individual skills, abilities and knowledge.

All work-experience situations should involve teacher or district supervision and individual placement evaluation.

Considerable contact should be made with community employers, regular employees and local union officials. It is suggested that the district develop a sound information program which clearly specifies the goals of the program and which clearly sets out the functions of all concerned with making the job-training program a successful community effort.

402.4 Service Delivery

School Districts should examine the least restrictive alternative in planning job-training programs for moderately and severely handicapped students. Some program responses may involve:

(a) In-School work projects/production work.

(b) Provision of District Coordination/Consultation and Job Placement.

(c) Community work placements - Teacher supervised.

(d) Community work placements - Teacher Aide supervised.

(e) Community work placements - District Staff supervised.

402.5 Personnel

It is expected that all teachers be duly certified and experienced and that all educational program personnel be employees of the local school district. Teachers should have training in special education and display those skills necessary to develop and implement a vocational educational program for handicapped students.

402.6 Resources

School Districts should refer to the Work-Study/Work-Experience Guidelines and Resource Material available through the Career Education Branch of the Basic Programs Section of the Ministry of Education.

Districts may wish to acquire the following resource manual: "Strategies for Implementing Work-Study/Work-Experience Programs". - G. Kimbrell and B. Vineyard, available from McKnight Publishers, Bloomington, Illinois.

402.7 Facilities

Wherever possible districts should make every attempt to utilize existing shop facilities and/or community facilities.

Reference should be made to: Proposal for Revision - B.C. School Facilities Manual - October 1980 - Part 4 - Space Standards - B.C. School Facilities Manual Revised (Draft).

402.8 Consultation

The services of officials of the Special Programs Branch are available to school districts in the development and operation of job-training programs for the moderately and severely handicapped.

501 - ENGLISH AS A SECOND LANGUAGE/DIALECT

501.1 DEFINITION

English-as-a-Second Language/Dialect programs are designed to provide services to students who do not speak standard Canadian English as a "home" language. The regular curricula will need to be adapted and/or modified to meet the needs of the English-as-a-Second Language/Dialect students until they can attain the ultimate goal of working in the regular curricula.

E.S.L./D. students bring to school a wealth of ideas and experiences which are encoded in the language of the home. They are cognitively as well developed as their standard-English speaking peers; they simply express themselves in a different linguistic form.

501.2 IDENTIFICATION

English-as-a-Second Language students are those whose progress in the English speaking school system is not commensurate with their age and/or abilities, due to the fact that English is not their first language.

English-as-a-Second Dialect students are those whose dialect of English is sufficiently different from that used by the school system as to restrict their progress.

Initial screening to determine if a student requires E.S.L./D. support should consist of a short oral interview and aural comprehension test. If the student's oral skills warrant it, an assessment of reading and writing skills should also be given.

501.3 PROGRAM

The overall goal for the E.S.L./D. student is to be able to communicate competently in standard English. A program for an E.S.L./D. student should be based on initial and progress assessments. A language support program is usually combined with integration into subject areas which have been appropriately adapted and/or modified.

Close monitoring of the student's progress and adjustment of his/her program is very important. Language support may need to be increased or decreased, there may be deficiencies in the student's basic knowledge of certain subject areas, or conversely some students may be more advanced than their peer group.

501.3 (cont'd)

Programs in language and culture should be designed so that, as students achieve a level of fluency in English commensurate with their age and ability, their language and culture are supplemented and not supplanted.

Most students probably require about three years of English-as-a-Second Language (E.S.L.) instruction on a gradually reduced time basis if their academic achievement is to approach its potentiality.

Programs should be self-terminating, i.e. unless new enrolees arrive in the school district, the pupils should be gradually absorbed into regular programs.

501.4 SERVICE DELIVERY

Services may be provided for the E.S.L./E.S.D. student in a variety of ways:

(a) Reception classes
(b) Half-day classes
(c) Withdrawal classes - school-based teachers
(d) Withdrawal classes - itinerant teachers
(e) Transitional classes
(f) Supportive programs within a regular classroom.

Every effort should be made to place E.S.L./E.S.D. students in situations which will maximize their opportunities to learn standard Canadian English, to interact with their peers and to exchange cultural information.

501.5 PROGRAM PERSONNEL

The attention of school districts is drawn to the desirability of hiring teachers with the skills and training for teaching English-as-a-Second Language/Dialect students.

501.6 RESOURCES

Districts should refer to the publication, English-As-A-Second Language/Dialect Curriculum Resource Book (K-12). This book is

501.6 (cont'd)

available from the Publication Services Branch.

Language Developmental Programs are available from the Ministry of Education. Refer to Product Information E.S.L./D., 1981.

501.7 CONSULTATION

Programming - Curriculum Development Branch
2nd Floor, St. Ann's Academy
835 Humboldt Street
Victoria, B.C.
V8V 2M4

Funding - Special Programs Branch
835 Humboldt Street
Victoria, B.C.
V8V 2M4

502 - INDIAN EDUCATION

502.1 DEFINITION

The Special Programs Branch of the Ministry of Education assists school districts, in consultation with the native community, to meet the special learning needs of Indian children in the public schools. To achieve this objective special approvals may be generated by school districts which are aimed at academic skill building, and, in the process, should reflect the cultural, linguistic and social background of Indian children as integral to that success.

502.2 IDENTIFICATION

For public school purposes, native Indian means all children of Indian ancestry - status, non-status and Metis.

502.3 PROGRAM

Programs will be considered in the following areas:

(a) Native language program development and implementation: in terms of teaching native languages in order to revive, maintain and to teach literacy in them. Bilingual literacy programs at the primary level are appropriate where the language of dominance of a significant group of native students in a school or district is a native language.

Where the language of dominance is a native language or where the English dialect spoken by Indian children is significantly different from the requirements of school English, support for E.S.L. programs is available through Section 501 of the Special Approvals.

(b) Native Indian curriculum development and implementation: to increase the relevancy of the school curriculum to the Indian child's realities, to introduce Indian history and culture (including those of the contemporary period) as well as Indian arts and crafts and skills programs into the curriculum. Encouragement should be given to the Indian community to participate fully in these activities, serve as language and culture specialists and resource people and help develop and authenticate the content of curriculum through joint school districts - Indian community curriculum development committees.

502.3 (cont'd)

(c) Para-Professional workers program:
primarily native Indian Home-School Coordinators and teacher aides to provide a bridge between the child's community and the school, to consider the child's total needs as they relate to educational success and to provide assistance and support to the student and teacher alike.

(d) Alternative education program:
to provide re-entry into/or alternatives to the regular programs especially for drop-outs and potential drop-out students. These programs are designed to meet the needs of Indian students but are open to all qualifying students. A reserve or other Indian setting may be considered appropriate for such programs. However, all such programs must be administratively attached to an existing school and the students included in the total enrolment of the school district.

(e) Preventive Programs:
for native Indian students, especially in the latter part of elementary school and in the junior secondary, to keep Indian students in the regular program. This involves readiness, tutorial and supervised study programs.

Districts should generate plans for the formative and summative evaluation of their Indian Education programs in the light of their objectives and in measurable terms where possible. Such plans should accompany applications and reports.

502.4 SERVICE DELIVERY

Programs are delivered in the context of the regular program of the school wherever possible and are not to lead to long-term segregation of the Indian student.

502.5 PERSONNEL

Indian Education programs use a combination of professional teachers supported by native Indian para-professional personnel where feasible.

502.6 RESOURCES

The Ministry plans to publish, "Listen to What I Really Say" - A Language Arts Resource Book for Teachers of Native Indian Students" in an interim edition in 1981.

The Ministry has published and distributed to school district resource centres the "West Coast Indian Legends Kit" in 1981, for use in the language arts and social studies program.

The Director of Indian Education has distributed to all school district resource centres bibliographies entitled "Locally Developed Curriculum Related to Native Life and Cultures: and "Published Books and Materials Related to British Columbia Native Life and Culture".

502.7 FACILITIES

Indian Education programs are carried out in regular classroom settings. Some alternative programs are carried out in an native Indian setting. Occasionally, programs are conducted in field settings to realize cultural objectives.

502.8 CONSULTATION

(a) Districts should systematically consult with the Indian community on the education program for Indian children through band education committees, other Indian education organizations or a representative advisory group.

(b) The Director of Indian Education is available to consult with school districts, in conjunction with Indian organizations, in the development and evaluation of these programs. Further information may be obtained from: Director of Indian Education, Special Programs Branch, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C., V6X 1B8, Telephone: 278-3433, local 215.

SECTION 'F' FUNDING/SPEECH PATHOLOGY

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SECTION F FUNDING APPROVALS - SPEECH PATHOLOGY

(Health and Auxiliary Services)

At the present time the Special Programs Branch allocates section F funding approvals to school districts in support of speech pathology/speech therapy programs and services.

Since 1976 school districts have been authorized to provide speech therapy/ speech pathology programs and services according to the following methods:

1. Contract between the Ministry of Health - Division of Speech and Hearing and the local Board of School Trustees as set forth in Part V of the School Act (97 (1-3)).
2. Contract between the Board of School Trustees and an individual under Section 89 (c) of the School Act.
3. Contract between the Board of School Trustees and a teacher certified Speech Therapist/Speech Pathologist.

School Districts still retain the choice of the above options and the Ministry continues to share the costs of these programs with local school districts.

1. Option 1 Guidelines - Contracting

1.1 The local school district enters into a contract with the Ministry of Health - Division of Speech and Hearing for "A Program for Communication Disorders".

1.2 The local school district provides the information required on the attached form (A) and submits this information by September 30 to:

Program Superintendent
Special Programs Branch
Ministry of Education
835 Humboldt Street
Victoria, B.C.
V8V 2M4

1.3 The District will be notified as to the final allocation of section F approvals for speech pathology contract services by October 15.

1.4 Schools Finance will be notified of final allocations by October 30.

2. Option 2 and 3 Guidelines

2.1 The local school district provides the information required on the attached form (B) and submits this information by September 30 to:

Program Superintendent
Special Programs Branch
Ministry of Education
835 Humboldt Street
Victoria, B.C.
V8V 2M4

2.2 The District will be notified as to the final allocation of section F approvals for speech pathology services by October 15.

2.3 Schools Finance will be notified of final allocations by October 30.

MINISTRY OF EDUCATION

FORM A

(1982)

SPECIAL PROGRAMS BRANCH

SECTION F APPROVAL

SPEECH PATHOLOGY PROGRAM

Contract for Services

SCHOOL DISTRICT NAME AND NUMBER:______________________ DATE:__________

SUPERINTENDENT/DISTRICT SUPERINTENDENT OF SCHOOLS:______________________
(Signature)

NUMBER OF SPEECH PATHOLOGISTS REQUIRED (F.T.E.)	☐
NUMBER OF STUDENTS TO RECEIVE SERVICE (PROJECTED)	☐

SPECIAL PROGRAMS BRANCH USE

NUMBER OF SPEECH PATHOLOGISTS APPROVED	☐

PROGRAM SUPERINTENDENT SPECIAL PROGRAMS BRANCH:______________________
(Signature)

MINISTRY OF EDUCATION

FORM B
(1982)

SPECIAL PROGRAMS BRANCH

SECTION F APPROVAL

SPEECH PATHOLOGY/SPEECH THERAPY PROGRAM

SCHOOL DISTRICT NAME AND NUMBER:______________________ DATE:__________

SUPERINTENDENT/DISTRICT SUPERINTENDENT OF SCHOOLS:______________________
(Signature)

NUMBER OF SPEECH PATHOLOGISTS REQUIRED (F.T.E.)	*
NUMBER OF STUDENTS TO RECEIVE SERVICE (PROJECTED)	

PROGRAM: Please attach a brief description of the program, including goals and objectives, target population.

PLACEMENT: Briefly outline procedures used for screening, placement and monitoring of students.

SERVICE DELIVERY: Please describe the method(s) of service delivery.

EVALUATION: Outline procedures used to evaluate program/service.

SPECIAL PROGRAMS BRANCH USE

NUMBER OF SPEECH PATHOLOGISTS APPROVED *

PROGRAM SUPERINTENDENT SPECIAL PROGRAMS BRANCH:______________________
(Signature)

FUNDING AND PLACEMENT POLICY - SEVERELY HANDICAPPED

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A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

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FUNDING-PLACEMENT POLICY AND PROCEDURES
SEVERELY HANDICAPPED CHILDREN

The following policy and procedures have been issued to school districts as Schools Department Circulars R65 and R66.

The intent of the policy is to make provision for severely handicapped children who are required to move to another school district in order to receive an appropriate educational program.

The policy provides direct grant funding to the "host" or receiving school district for programs approved by the Special Programs Branch. Programs may be district-specific, regional or provincial in nature. All placements must receive the prior approval of the Special Programs Branch according to the procedures outlined. All costs must be reviewed and approved by the Special Programs Branch according to the procedures outlined.

Programs will only receive funding if they are judged by the Special Programs Branch to be the most appropriate and least-restrictive for the child. Consultation will occur with all concerned. If it is deemed suitable for the child to remain in the home district or if it is deemed that the home district could provide a suitable program through the Special Approvals Funding Process, then local programming will be the only accepted response. Consultation will occur with all concerned.

Where boarding and transportation costs are associated with the approved placement of a severely handicapped child the Special Programs Branch will review and approve costs and direct grant funding will be provided to the home school district for reimbursement to parents.

SCHOOLS DEPARTMENT CIRCULAR
NO. R65 80.10.06

FUNDING - PLACEMENT POLICY FOR THE SEVERELY HANDICAPPED

(Implementation Date 81-09-01)

October, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Ministry Policy Announcement

1. Any child who is receiving educational services in a school district in which he or she normally resides is eligible for special education services, where appropriate, through the Special Approvals System.

2. If, even with the use of the Special Approvals System, Educational services cannot be made available in a particular district, the school district, through Section 157 of the School Act, may request the placement and provision of services in another school district.

3. In the event that placement occurs in another school district, the Ministry of Education, Financial Services Division will:

   3.1 pay to the Receiving District ** the full approved costs of the education services for the child as determined by the Special Programs Branch of the Ministry of Education in consultation with the Receiving District.

   3.2 recover from the Home District * the local share of the Home District's average per pupil operating costs for each child placed in a Receiving District by making an adjustment on the notice of final determination of budget of the Home District. (Neither district will count the pupil in calculating instructional units.)

4. If, in order to obtain an educational service, placement is required in a Provincial Resource Program *** the Ministry of Education, Financial Services Division will:

   4.1 pay to the authority or agency responsible for the Provincial Educational Resource Program the approved costs of the educational program as determined by the Special Programs Branch of the Ministry of Education in consultation with the agency or authority.

4.2 recover from the Home District the local share of the Home District's average per pupil operating costs for each child placed in a Provincial Educational Resource Program by making an adjustment on the notice of final determination of budget of the Home District. (The Home District will not count the pupil in calculating instructional units.)

5. For each child who, in order to obtain educational services under this policy, is compelled to live away from the family home and is placed in a private home, the Ministry of Education will pay to the Home District boarding and transportation costs determined by the Special Programs Branch of the Ministry of Education in consultation with the Home District.

* Home District - the school district in which the child normally resides.

** Receiving District - the school district to which a child may need to move to participate in a suitable educational program.

*** Provincial Resource Program - these are educational programs which have been designated by the Ministry of Education as a Provincial Educational Resource (i.e. Jericho Hill School).

SCHOOLS DEPARTMENT CIRCULAR
NO. R66 80.10.16

FUNDING AND PLACEMENT POLICY PROCEDURES
SEVERELY HANDICAPPED CHILDREN

October, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Procedural information

OF SPECIAL INTEREST TO: Directors, etc., of Special Education

Schools Department Circular R.65 dated 80.10.06, announced the new policy provisions concerning funding and placement for severely handicapped children.

Accompanying this circular is the detail of the procedures to be followed, together with a copy of the form to be used when requesting authorization prior to placement.

FUNDING AND PLACEMENT POLICY

SEVERELY HANDICAPPED

80.09.30

Procedures

1.0 According to the Funding and Placement Policy - Severely Handicapped Children the criteria for Provincial Resource Program designation will be:

1.1 The Program will provide service to children who are determined, through formal assessment and screening procedures, to be severely handicapped and are found in the low incidence handicap groupings:

1.1.1 Deaf
1.1.2 Blind
1.1.3 Multi-Handicapped
1.1.4 Severely Physically Handicapped
1.1.5 Autistic
1.1.6 Severely Mentally Retarded
1.1.7 Severely Learning Disabled
1.1.8 Severely Emotionally Disturbed

1.2 The region in which the program is located will have the capability to provide needed essential non-educational support services (from community agencies or other Ministries).

1.3 The program provides services to a significant number of children from other school districts or children who are non-residents according to the School Act and Regulations. This is to be determined in consultation with the Special Programs Branch of the Ministry of Education.

1.4 The program or the educational component of a program is operated under the authority of a local school district as set out in the School Act and Regulations.

1.5 The program will provide an educational service to a significant number of children from other school districts (determined in consultation with the Special Programs Branch) or children who are non-residents according to the School Act and Regulations and who are required to attend a Hospital located within a region due to:

1.5.1 Chronic health reasons resulting in specialist referral to a hospital for extended stay (over four weeks).

1.5.2 Severe health impairment resulting in specialist referral to a hospital for extended stay, i.e. major operations/treatment (over four weeks).

1.5.3 Chronic illness resulting in permanent hospital stay.

1.6 The educational component of a program operated under the authority of a local school district provides service to a significant number of children who would normally reside in other school districts but who have become official wards of the court for the purposes of program placement in programs operated by other Ministries, or children who have been placed in containment by the courts.

2.0 Receiving School Districts providing hospital programs which meet the criteria for provincial resource designation will be required to submit to the Special Programs Branch by October 1, 1981, (and each October 1 thereafter) data related to the number of children served, the per diem costs/child, the number of days attended and the home school district location.

3.0 Receiving School Districts providing designated Provincial Educational Resource Programs and therefore receiving funds according to the Funding and Placement Policy - Severely Handicapped will not be eligible for Special Education Approvals Funding for the designated programs.

4.0 Home School Districts sending children to designated Provincial Educational Resource Programs will not be eligible for Special Education Approvals Funding related to the provision of service to these children.

5.0 As a preliminary step to allow funding to proceed the attached programs are designated as Provincial Educational Resource Programs. This listing is not exclusive and as school districts present cases to the Special Programs Branch for meeting the criteria they will be considered for inclusion in this special funding system.

6.0 **In the event that placement of a child is required in another school district or a Provincial Educational Resource Program according to Funding and Placement Policy - Severely Handicapped Children:**

6.1 The Home District (referring school district) will discuss possible placement with the Receiving district or the authority or agency responsible for the Provincial Educational Resource Program. Negotiations are the responsibility of the Superintendents involved.

6.2 The onus for providing the Receiving district or the Provincial Educational Resource Program with all pertinent information related to the child is on the Home District.

6.3 Should a decision be reached to effect the placement of the child in the Receiving district, or a Provincial Educational Resource Program, the Home district must provide the Receiving district or the Provincial Educational Resource Program with written confirmation from parents or guardians of acceptance of the placement decision.

6.3.1 The Home district must provide written confirmation from parents or guardians that they have the responsibility to locate adequate boarding home facilities in the Receiving district wherein appropriate supervision and adult support is given to the student and which has access to appropriate school bus transportation for the student and, if necessary, wherein specialized skills needed by the boarding home parents to adequately care for the student, are available.

6.3.2 The Home district must provide written confirmation from parents or guardians that they assume responsibility for ensuring that boarding home parents assume the full responsibilities of the natural parents in absentia in school matters, as they relate to parent-teacher conferences, attendance, problems, progress, and home-school communications.

6.3.3 The Home district must provide written confirmation from parents or guardians that they assume responsibility to make arrangements to provide the child with appropriate medical and dental care in case of emergency.

6.4 Prior to placement, the Home district must provide written confirmation of their responsibility to provide for the costs for boarding and transportation as determined in consultation with the Special Programs Branch.

6.4.1 The Home district must present anticipated costs for boarding and transportation to the Special Programs Branch for approval. Reasonable costs will be approved and the Special Programs Branch will notify the Financial Services Division of the Ministry of Education who will adjust the Notice of Final Budget Determination of the Home district.

6.4.2 The Home district will have the responsibility to clarify for the natural parents the financial arrangements related to accepted boarding and transportation costs.

6.4.2.1 The amount of payment authorized.

6.4.2.2 The method of payments.

6.5 The Home district has the responsibility for advising parents or guardians in matters pertaining to additional financial assistance required, but not covered by these procedures. Parents may have to be referred to the Ministry of Human Resources or the Department of Indian Affairs or other Ministries or Agencies. The same would apply to assistance in obtaining boarding homes in the Receiving school district.

6.6 The Home district will notify the Special Programs Branch of the names, birthdates, addresses, parents/guardians, type and severity of disability, and actual placement location and placement date immediately upon placement of a child in a Receiving district or a Provincial Educational Resource Program.

6.7 The Receiving district will submit a detailed statement of program costs per child to the Special Programs Branch for approval. Reasonable costs will be approved and the Special Programs Branch will notify the Financial Services Division of the Ministry of Education who will adjust the Notice of Final Budget Determination of the Receiving district.

6.8 It is suggested that the Home district confer with the local and regional inter-ministry children's committees prior to placement of child in a Receiving district or a Provincial Educational Resource Program.

6.8.1 To ensure, in cases which are solely dependent upon the provision of essential support services in the local or Home district, that all existing local services have been explored. This would apply in cases where the Home district can supply the needed educational program but is considering placement in another district because of a lack of local essential support services.

6.8.2 To ensure that essential support services are available and accessible in the Receiving district.

6.9 It is suggested that the Home district involve parents during all phases of the decision-making process as it affects their children.

6.10 It must be recognized that severely handicapped children who are "wards" of the Government may be placed in a Receiving district and hence become legal residents of that district.

Designated

Provincial Educational Resource Programs

*	1.	Jericho Hill School for the Deaf	Vancouver
*	2.	Youth Containment Centre	Burnaby
*	3.	Youth Containment Centre	Victoria
*	4.	Youth Containment Centre	Chilliwack
*	5.	Youth Containment Centre	Campbell River
*	6.	The Maples	Burnaby
*	7.	Gateway House	Delta
*	8.	Fitzwater School	Kamloops
*	9.	Overlander Training Centre	Kamloops
*	10.	Cedar Lodge	Duncan
*	11.	G. R. Pearkes Clinic	Victoria
*	12.	Eric Martin Institute	Victoria
*	13.	Vancouver School District Hospital Programs	Vancouver
*	14.	Regional Secondary Hearing Impaired	Burnaby
*	15.	Regional Educational Support Centre for Severely Learning Disabled Children	Kamloops
*	16.	Regional Educational Support Centre for Severely Learning Disabled Children	Chilliwack

* Funding Received for 80/81 budget year.

WD:jpw

** This form is to be completed by both the Home and Receiving School Districts involved with placement of severely handicapped children and must be submitted to the Special Programs Branch for authorization prior to placement.

MINISTRY OF EDUCATION

DIVISION OF PUBLIC INSTRUCTION

SPECIAL PROGRAMS BRANCH

FUNDING AND PLACEMENT - SEVERELY HANDICAPPED CHILDREN
(POLICY : 80.09.30)
SPECIAL PLACEMENT FORM

DATE ____________________ HOME SCHOOL DISTRICT __________

A. Student Identification:

Name ______________________________

Birthdate ____________________ Sex __________

Address ______________________________

Nature and Severity of Handicap ______________________________

____

B. Parent or Legal Guardian Identification:

Name: Mother ______________________________

Father ______________________________

Legal Guardian ______________________________

Address ______________________________

____

Telephone ______________________________

C. Present Program:

School/School District ______________________________

Special Program/Services ______________________________

____

____

____

D. Proposed Program/Placement:

School/School District ______________________________

Special Program/Services ______________________________

____

____

____

Rationale For Out Of System Placement ______________

____

____

____

E. Placement Commitment Received:

Immediate ____________ Waiting List ____________

Other (explain) ______________________________

____

____

Boarding/Accommodation:

A written confirmation from the parent/guardian for responsibility to locate adequate and controlled boarding home facilities must be provided by the Home School District and forwarded to the Receiving School District.

Completed _____ Not Completed _____

F. Boarding and Transportation Costs (Home School District):

The Home School District must provide to the Receiving School District written confirmation of their responsibility to provide for the costs of boarding and transportation.

Completed _____ Not Completed _____

Details of Projected Costs:

Boarding Costs/month _____ X _____ months = _____

Trans. Costs (Program)/month _____ X _____ months = _____

Trans. Costs (Home Visits)/month _____ X _____ months = _____

Total Boarding/Transportation Costs __________

G. Program/Tuition Costs (Receiving School District):

The Receiving School District must submit a detailed statement of program costs per child to the Special Programs Branch for approval.

Example: Professional Staffing Cost __________
Support Personnel Costs __________
Equipment/Materials __________
Program Transportation __________
Teaching Supplies __________
Cost - Total Program __________

- $\frac{\text{Total Program Costs}}{\text{Number of Children}} = \text{Cost/Child/Budget Year}$

- $\frac{\text{Cost Per Child Per Budget Year (12 Months)}}{\text{Number of Service Months/Child}} = \text{Cost Per Child}$

H. Program/Tuition Costs - Hospital Programs (Receiving School District)

Number of Children Served ____________

Per/Diem Costs Per Child ____________

CHILD'S NAME	HOME SCHOOL DISTRICT	DAYS ATTENDED	PROGRAM COSTS (Per Diem X No. of days)
		TOTAL PROGRAM COSTS	____________

I. Effective Placement Date: ____________________

J. Placement Authorization/Approval:

Signature of Superintendent/District Superintendent of Schools:

Receiving School District ____________ S.D. ______

DATE ______

Home School District ____________ S.D. ______

DATE ______

Parent/Guardian Consent/Approval (Signature)

____________ DATE ______

Signature of Program Superintendent - Special Programs Branch - Ministry of Education

____________ DATE ______

- - -

Ministry of Education

Ministry Services Department - Financial Services Division

Schools Finance Section

FUNDING AND PLACEMENT POLICY - SEVERELY HANDICAPPED CHILDREN

SPECIAL FINANCIAL INSTRUCTIONS

Attention: Secretary-Treasurers

Funding and Placement - Severely Handicapped

Financial Instructions

Reference: Funding and Placement Policy
Severely Handicapped

1. Definitions

For the purposes of this instruction:

a) "Ministry" means the Ministry of Education.

b) "Full Approved Cost of the Education" means the amount approved by the Ministry as negotiated between the Ministry and the Receiving school district.

c) "Approved Boarding and Transportation Costs" means the lesser of the actual amounts paid to the parent or guardian, or the amount approved by the Ministry, for the board and lodgings and transportation of a child educated under this program.

d) "Local Share of Operating Costs" means the basic levy amount and excess over the basic education program amount payable by the district for the budget year, divided by the number of full time equivalent pupils enrolled in that district as at September 30 of the previous year.

2. Adjustments to Credit and Recover Costs

a. Full Approved Cost of the Education, and Local Share of Operating Costs

On the basis of pupil information provided by the Special Programs Branch, the Financial Services Division will calculate the amount due the Receiving district, and the amount to be recovered from the Home district, and adjust the operating grant on the notice of final determination prepared for the budget year. Wherever possible, the adjustment will be made in the budget year in which the school year ends.

b. Approved Boarding and Transportation Costs

(i) The Special Programs Branch will notify the Financial Services Division of the amounts approved under article 6.4 of the Funding and Placement Policy, Severely Handicapped, including the effective dates, rate, and number of months or days, as applicable, for each allowance.

(ii) Financial Services Division will credit the amounts due the Home district on the notice of final determination for the budget year in which the school year ends, except that approvals given after March 15 may be carried over for adjustment in the next budget year.

(iii) The Home district is responsible for notifying the Financial Services Division if an allowance was ceased prior to the end of the period originally negotiated and approved, or if the amount actually paid was less than the amount approved by the Ministry.

3. Payments to Parents or Guardians

Payments to the parent or guardian for boarding and transportation allowances are the responsibility of the Home district, and once approved, are to be made notwithstanding that the adjustment on the notice of final determination will be made in arrears. For example, boarding allowance approved for the school year commencing in September 1981 will normally be credited to the Home district in budget year 1982. It is expected that the Home district will not delay making payments to the parent or guardian pending receipt of the notice of final determination for 1982, but rather, will pay on the strength of the approval given under article 6.4 of the referenced policy.

4. Financial Reports

The Home district may be required to submit a certified statement of the payments actually made for boarding and transportation costs, or such other information with respect to costs incurred under this program, as considered necessary by the Ministry.

Province of
British Columbia

MEMORANDUM

To: Mr. W. Desharnais
Program Superintendent
Special Programs Branch

Date: November 24, 1980

Your File: G-47-3

From: Mr. G. Gamble
Director, Schools Finance
Financial Services

Re: Funding and Placement Policy -
Severely Handicapped

Further to our recent discussion on this matter, I wish to confirm that there is no need for the "home" district to include any children covered by the above policy, in their pupil count.

When Schools Finance is notified, we will make the necessary paper entry and charge the "home" district for the appropriate costs. However, in the subsequent year, this amount will be picked up and included in that district's basic programme. The effect of this, therefore, is to negate the original charge.

If you receive any other questions on this matter, Mr. Rudosky or myself would be pleased to answer them for you.

GG/ln

cc: Mr. J. R. Fleming

INTER MINISTERIAL PROGRAMS

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A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

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BRANCH LIAISON WITH OTHER MINISTRIES

1. PROVINCIAL INTER-MINISTERIAL CHILDREN'S COMMITTEE (I.M.C.C.)

This is the major vehicle for on-going interaction with the other Ministries which have responsibility for delivery of services to children - Health, Human Resources, Attorney-General (Corrections, Family Law).

The I.M.C.C. is a working group under the direction of the four Deputy Ministers. It functions through monthly meetings, regular meetings with the Deputy Ministers and a series of sub-committees which undertake the development of policy and programs in specific areas (e.g., pre-school needs, information coordination, resources for severely disturbed children and adolescents, child abuse).

The Program Superintendent and the Director of Special Education (Administration) represent the Ministry of Education on the Provincial I.M.C.C.

The Ministry urges the participation of appropriate school district personnel in local and regional I.M.C.C.'s.

2. MINISTRY OF HEALTH

A committee has been established with Health and Education representation to develop the dimensions of a basic school health service. This committee will be putting forward proposals to the participating ministries in the near future.

Administration and coordination of the provision of auditory training equipment funded by the Ministry of Education and supplied by the Division of Speech and Hearing for hearing impaired students throughout the province (see Procedures).

Facilitate contracting of speech pathology services from the Division of Speech and Hearing in those situations where school districts desire to do so. The Ministry of Education and school districts fund this service through Section F Funding.

Facilitate provision of educational services through school districts in hospitals and other health centres.

3. MINISTRY OF THE ATTORNEY-GENERAL (Corrections)

To provide for the delivery of educational services (through the local school districts) in the four youth containment centres. (Chilliwack, Burnaby, Victoria, Campbell River.) The Ministry of Education provides direct grant funding to the participating school districts in order to accommodate the educational components within the centres.

4. MINISTRY OF HUMAN RESOURCES

To provide consultation in day care and other pre-school centres on the educational needs of exceptional children.

To develop and monitor policy and procedures for programs which are jointly funded (e.g. Rehabilitation Programs, Project C.H.A.N.C.E.). See Ministry of Human Resources Guidelines.

To facilitate development of educational services in treatment centres funded by Human Resources.

REHABILITATION RESOURCES - FAMILY AND CHILDREN'S SERVICES

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REHABILITATION RESOURCES

FAMILY AND CHILDREN'S SERVICES

SECTION 7

I. STATUTORY AUTHORITY

GAIN ACT - SECTION 2, SUBSECTION 1 AND 2

II. PURPOSE

To enable children or youth who are experiencing great difficulty at school for social and/or emotional reasons or who have dropped out of school, to acquire basic skills which will make it possible for them to re-enter the school system or proceed to further training or employment.

III. POLICY AND PROCEDURES

1. These programs are jointly funded by the Ministry of Human Resources, the Ministry of Education and local School Districts, and must comply with their respective policies. The School District and Human Resources district office must agree on the need for a program before an application is submitted to the Regional Manager.
2. The financial input from the Ministry of Human Resources provides for the purchase of child care services and appropriate budgetted program expenses.
3. Child care services are purchased from agencies. A contract outlining the services to be provided, conditions and amount of funding and the responsibilities of all parties is to be prepared for each program, and signed by the Regional Manager and contracting agency.
4. Social work services are not to be purchased from agencies. Casework services and consultation may be provided by the Ministry of Human Resources within the limits of staff availability and Regional priorities.
5. There must be clearly defined goals set for the program as a whole and for each child participating. The child and his parents are to be involved in setting these goals and in the periodic evaluation of the child's progress. Ministry of Human Resources staff shall participate in the evaluation of individual children and of the overall program.
6. Admission to the program is via a local program advisory committee with representation from the School District, Ministry of Human Resources, contracting agency and, if appropriate, Probation and Health personnel.
7. The child care worker of the contracting agency should provide counselling, life skills training and participate with the staff team responsible for the development and operation of the program. In no case shall a child care worker be expected to perform duties that are normally the responsibility of School District personnel. Other program personnel are the responsibility of the School District.

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8. Hours of service provided by staff of the contracting agency are to be tailored to the needs of the children or youth in the program, allowing service to be provided after school and in the evenings as required.

9. Children are to be assigned to Rehabilitation Resources programs for a maximum of one school term at a time. A continuing placement in the program is undesirable and must be reviewed carefully by the program advisory committee before an additional term is granted.

IV. RESPONSIBILITIES

A. Regional Office

1. Administer regional budget for Rehabilitation Resources and prepare annual budget submission based on an assessment of regional needs.

2. Screen program proposals and approve within the regional budget allocation. A list of approved programs should be sent to Family and Children's Services Division.

3. Prepare and submit Payment Authorizations (Form H.R. 25) for funding of approved programs. These Payment Authorizations are to be signed by the Regional Manager and forwarded to the Co-ordinator, Family Support Section, Family and Children's Services Division. The Chart of Accounts should be consulted for the proper coding of each Rehabilitation Resources program. To ensure prompt payment to the contracting agency, Payment Authorizations should be submitted at least two weeks before a program begins operation. The contract for the period covered is to be attached to each Payment Authorization.

   When indicated on the Payment Authorization, the total payment to a contracting agency can be issued in a series of payments, but it must be clearly stated which time period is covered by each payment. In these cases, only one Payment Authorization is required. Payment Authorizations will normally be submitted in August (for programs beginning in September) and in March (for period April to June).

4. Contract with agencies for the purchase of child care services.

5. Ensure that contracting agency adheres to financial reporting requirements. Refer to Accounting Manual Volume 5 Section 2 for instructions.

6. Monitor effectiveness of the program, particularly in relation to those children for whom the Ministry has responsibility or special concern. This function may be delegated to the district office at the discretion of the Regional Manager.

B. District Office

1. Work with the School District, contracting agency and other appropriate agencies in the planning and development of individual programs.

2. Make budget submissions to Regional Office.

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3. Assign social worker to act as liaison to program, and to participate in program advisory committee.

C. Division

1. Co-ordinate and monitor program at the Provincial level.
2. Provide liaison with Ministry of Education at the Provincial level.
3. Prepare recommendations to the Deputy Minister regarding total budget for each fiscal year, based on submissions from Regional Managers and consultation with the Comptroller's Budget Committee.
4. Assist in development of policy and program definition in conjunction with appropriate field staff and co-ordinate recommendations to the Deputy Minister.
5. Provide consultation to Regional Managers and appropriate field staff with regard to all aspects of the program and policy.

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APPENDIX A

AGREEMENT

THIS AGREEMENT MADE as of the ______________ day of ________________, 197___

BETWEEN:

THE MINISTER OF HUMAN RESOURCES
(hereinafter called the "Minister")

AND:

(herinafter called the "Society"/"Agency")

WHEREAS the Minister is authorized to approve social services under Section 2, Subsection (1) of the Guaranteed Available Income for Need Act S.B.C. 1976, Chapter 19, and the Society/Agency has represented its willingness and ability to provide Social Services to certain children and their families;

IN CONSIDERATION of the mutual covenants the parties agree as follows:

1. For the purposes of this Agreement, definitions shall be as follows:

   (a) "Social Services" are those services provided by a Child Care Worker which are designed to assist the child to benefit from basic educational instruction. Such services may be provided to the child singly or in a group in the school setting as determined by the child's needs and to the child's family outside the school setting. Social Services include counselling and life skills training but do not include tutoring services or academic services or duties which relate wholly or mainly to education.

   (b) "Minister" includes the Director appointed pursuant to Section 23 or the Guaranteed Available Income for Need Act and his delegate(s) as provided for under Section 24.

   (c) "Ministry" means the Ministry of Human Resources.

   (d) "Staff Member" means a Ministry of Human Resources staff person who is delegated by the Minister as provided for in 1 (b).

   (e) "Child Care Worker" means those persons employed by the Society/Agency to provide Social Services.

   (f) "Society"/"Agency" means a body duly constituted under the provisions of the Societies Act with its object or one of its objects to provide services to children and their families; or a body duly constituted under any other statute of the legislature and, without limiting the generality of the foregoing, includes a School Board established pursuant to the Public Schools Act.

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2. PURPOSE

It is acknowledged that the purpose of this Agreement is to provide Social Services within schools to identified children with exceptional social and/or emotional needs and to their families. The goal is to attempt to assist children or youth who are experiencing great difficulty at school for social and/or emotional reasons or who have dropped out of school, to acquire basic academic and social skills; to attempt to assist these children to re-enter the school system; or to assist them to proceed to further training or employment.

3. APPOINTMENT

The Minister agrees that the Society/Agency shall be empowered to provide Social Services to designated children within the school setting and to their families.

4. SOCIAL SERVICES WITHIN SCHOOLS

The Society/Agency agrees to provide Social Services to children and their families as defined in Clause 1 (a) and, pursuant to Clause 7 and Schedule A of this Agreement.

5. PAYMENT FOR SERVICES RENDERED

The Society/Agency shall receive the amount of $ __________ from the Minister for the term of this Agreement by way of payment to be paid as outlined in Schedule B attached.

6. TERM OF AGREEMENT

(a) This Agreement for the purpose of Payment for Services Rendered under Clause 5 shall come into force on the ________ day of __________, 19 ____, and for all other purposes shall come into effect upon the date of execution and shall continue in force until the ________________ day of __________________, 19 ______, unless extended by written agreement.

(b) Either party may terminate this Agreement at any time by giving to the other party thirty (30) days notice in writing to be delivered personally to the other party.

7. OBLIGATIONS OF THE SOCIETY/AGENCY

(a) The Society/Agency covenants and agrees to meet general expectations as follows:

(i) To arrange to provide Social Services within schools aimed at assisting children assigned to its care; and where appropriate to the families of these children;

(ii) To arrange, through their choice of employees, to present identification models of positive adult functioning by which children may pattern their own lives constructively;

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(iii) To be responsible for obtaining any insurance necessary to fulfill the obligations and terms of this Agreement;

(iv) That the Society/Agency shall not in any way assign this Agreement in whole or in part and shall not sub-contract or make any other arrangement, contract or agreements with other parties to carry out its covenants and agreements herein contained (save to engage the services of necessary employees in the usual and normal hiring basis);

(v) To bear all expenses of any kind in connection with the operation of the Society/Agency.

(b) The Society/Agency further covenants and agrees to meet specific expectations as follows:

(i) To follow any routines for the child which may be prescribed by physicians;

(ii) To treat as confidential all information gained with respect to children and/or their families and to assure the same confidentiality in all employees of the Society/Agency;

(iii) To take appropriate steps to attempt to accomplish goals and objectives set for individual children receiving services as these are decided upon at the time of the child's admission and as they may be altered from time to time;

(iv) To co-operate with any plans established for the re-admission of children into the general school programme as contemplated by Clauses 2 and 8;

(v) To hire any staff as may be required by the Society/Agency, and to be fully responsible for the acts or omissions of its employees and for payment of any wages or salaries and specified benefits to these persons;

(vi) To be responsible for deductions and/or remittance of any unemployment insurance assessments, pension contributions, taxes and any other assessments imposed by government or other authorities with respect to any persons employed by the Society under Clause 7, b(v);

(vii) To keep proper account and records of all income and expenditures relating to the provision of services under this Agreement and to provide an annual financial statement when requested to do so by the Minister or his representative;

(viii) To provide a safe motor vehicle or otherwise provide for the transportation of any children assigned to its care under Clause 3, and to comply with any local inspection standards and requirements.

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8. OBLIGATIONS OF THE MINISTER

The Minister covenants and agrees as follows:

(a) To designate a Ministry of Human Resources staff member on a regular basis to supply such assistance and advice as may be requested by the Society/Agency and at a level consistent with available staff time;

(b) The staff member designated by the Minister under Clause 8 (a) shall have the right only to:

(i) Assure that there is an adequate plan for the provision of services for each child and/or family for whom services are purchased from the Society/Agency provided for in Schedule A and Clause 7 hereto;

(ii) Involve the Society/Agency in all planning decisions;

(iii) Assist the Society/Agency and/or its employees in the appropriate use of community resources at the request of the Society/Agency;

(iv) Where appropriate, assist the employees of the Society/Agency in any necessary contacts with police and the courts.

9. GENERAL

(a) The Minister agrees to delegate a Ministry of Human Resources staff member provided for under Clause 8 (a), such of his powers and duties to be exercised under his direction as may be necessary to administer Social Services in accordance with the Guaranteed Available Income for Need Act Section 2 Subsection (1);

(b) All decisions regarding admission of each child to the Social Services programme within schools will be made by the staff member designated under Clause 8 (a) after discussion and joint agreement with the Society/Agency and the School District concerned;

(c) It is agreed that, and as contemplated by Clause 7 (b) (iii) and 8 (b) (ii) that the plan for the child on admission to the Social Services programme and any alterations which may be made in the plan from time to time shall be mutually agreed upon by the staff member designated under Clause 8 (a), the Society/Agency and the School District concerned;

(d) It is agreed that, and as contemplated by Clause 7 (b) (iii) and 8 (b) (ii), that the progress of the plan for the child shall be assessed jointly by the staff member designated under Clause 8 (a), the Society/Agency and the School District concerned by a mutually agreed upon method;

....5

August 1978

2.190

(e) It is agreed that the persons providing services pursuant to this Agreement shall, during the term of the Agreement, be employees of the Society/Agency and not employees of the Ministry of Human Resources;

(f) It is agreed that the Society/Agency shall, during the term of this Agreement, be contracting for the provision of this service with the Ministry of Human Resources;

(g) It is agreed that the children assigned to the care of the Society/Agency shall be entitled to independence from the Society's/Agency's religious beliefs or affiliations;

(h) It is agreed that under no circumstances shall children receiving services under this Agreement be involved in rock climbing, canoeing, wilderness hikes or other high-risk activities;

(i) It is agreed that if the plan for children receiving services under this Agreement includes participation in School District programmes such as a water survival programme and field trips, the written consent of the parent or guardian will be obtained in advance.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed in the ________________ of ______________ in the Province of British Columbia as of the date first above written.

SIGNED, SEALED AND DELIVERED)
by)
in the presence of:)
______________________________)
______________________________)
______________________________)

MINISTER OF
HUMAN RESOURCES

Per:

____
STAFF MEMBER
MINISTRY OF HUMAN RESOURCES

The Common Seal of)
was hereunto affixed on the ________)
day of ________________ in the)
presence of:)
______________________________)
______________________________)
______________________________)

H.R. 220 (Aug/78)

August 1978

2.191

SCHEDULE "A"

CHILDREN TO BE SERVED UNDER THE SOCIAL SERVICES WITHIN SCHOOLS PROGRAMME

The Minister or his delegated staff member will weigh all relevant factors prior to a request for Social Services being submitted to the Society/Agency. The factors to be weighed include the characteristics and functioning of the children to be served, the goals or objectives of the proposed service and the needs of the child and the family in relation to the goals.

Children assigned to receive Social Services within schools are described as follows:

(a) male or female child up to 19 years of age.

(b) children who may be moderately disturbed or who have displayed delinquent tendencies and whose disturbance or delinquent behavior is amenable to treatment within the community.

More particularly the children to be served are:

____

____

____

____

____

______________ ______________

H.R. 220(a) - (Aug/78) August 1978

2.192

SCHEDULE "B"

PAYMENT FOR SERVICES

The amount of ____________________ which the Minister has agreed to pay the Society/Agency in Clause 5 of the Agreement shall be payable as follows:

____

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____

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____

H.R. 220 (b) - (Aug/78)

August 1978

2.193

EXTENSION AGREEMENT

THIS EXTENSION AGREEMENT made as of the ____________ day of _________, 19 ___.

BETWEEN:

THE MINISTER OF HUMAN RESOURCES
(herinafter called the "Minister")

AND:

(hereinafter called the "Society"/"Agency")

WHEREAS an Agreement was entered into between the Minister and the Society/Agency in accordance with the terms of the attached Agreement (hereinafter referred to as the "Agreement"); and

WHEREAS the Parties have agreed to extend the Agreement upon the terms and conditions contained within this Extension Agreement:

NOW THEREFORE the parties agree:

1. Clause 6 of the Agreement relating to the TERM OF THE AGREEMENT is hereby modified to the extent necessary to provide that the Agreement shall continue to and until the _________ day of ___________, 19 ___ hereinafter called the "Extended Term").

2. Clause 5 of the Agreement relating to PAYMENTS FOR SERVICES RENDERED shall continue for the Extended Term; provided however that if a new Agreement is entered into between the parties for a term beyond March 31, 19 ____, any modified provisions for payment shall have retroactive effect to April 1, 19 _____.

....2

August 1978

2.194

3. All other terms and conditions of the Agreement shall remain in full force and effect for the Extended Term.

THIS EXTENSION AGREEMENT shall enure to the benefit of and be binding on the parties hereto and upon the successors of the Minister.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed in the ______________ of ______________ in the Province of British Columbia.

SIGNED, SEALED AND DELIVERED by	MINISTER OF HUMAN RESOURCES
in the presence of:	Per:
______________________________	______________________________ STAFF MEMBER MINISTRY OF HUMAN RESOURCES
______________________________	
______________________________	
The Common Seal of	
was hereunto affixed on the __________	
day of ________________ in the	
presence of:	
______________________________	
______________________________	
______________________________	

H.R. 220 (c) (Aug/78)

August 1978

CHANCE PROGRAMS

2.7.11

MINISTRY OF HUMAN RESOURCES

CHANCE REHABILITATION RESOURCES FOR HANDICAPPED CHILDREN

STATUTORY AUTHORITY GAIN Act

OBJECTIVE

THE PURPOSE OF THE CHANCE PROGRAM IS TO PROVIDE SUPPORT SERVICES WITHIN SCHOOLS TO CHILDREN WITH SEVERE MENTAL AND/OR PHYSICAL HANDICAPS. THE GOAL IS TO ASSIST MULTI-HANDICAPPED CHILDREN IN ACQUIRING BASIC ACADEMIC AND SOCIAL SKILLS IN A SCHOOL SETTING.

PROGRAM/SERVICE DESCRIPTION

"Personal Attendants" provide assistance to groups of mentally and/or physically handicapped children who require help with personal care and management in a school setting. Services are purchased from local school districts on a contractual program basis.

POLICY AND PROCEDURES

1. Handicapping conditions include mental retardation, physical handicaps or autism. Children who require support due to behavioural, emotional or social problems are not appropriate referrals to the CHANCE program, but may be eligible for inclusion for other programs offered by the Ministry of Education and/or Human Resources.

2. Support services are provided by a "personal attendant" to children who require assistance in the classroom with such activities as feeding, mobility, positioning, toileting and medication. Services do not include tutoring or duties which relate wholly or primarily to education or behaviour management.

3. Children in both the public and independent school systems are eligible for aid through the CHANCE program.

4. Wherever possible, services are to be provided by one attendant to groups of not less than four and not more than twenty children. Under exceptional circumstances a Regional Manager may approve groupings of less than four children. Such exceptions will only be made in school districts where there are insufficient numbers of children in need of service, or the severity of the handicapping conditions necessitates a ratio of fewer than four children to one personal attendant.

5. Children with severe mental and/or physical handicaps, presently not receiving adequate support services within the classroom, may be eligible for inclusion in the CHANCE program. The CHANCE Program is not to be used as a replacement for existing resources provided by School Districts.

6. In some areas, children with severe mental and/or physical handicaps have been receiving support services within the classroom from a Special Services to Children worker employed by a society. These contracts are to

June 1980

2.7.12

be terminated as soon as possible, but no later than June 30th, 1980, and replaced by the CHANCE Program. Staffing decisions will be made by the local school district in consultation with the Ministry of Human Resources.

7. Programs currently funded under Rehabilitation Resources, but which meet CHANCE criteria will be transferred to CHANCE as soon as possible, depending on the contractual arrangements existent in each school district.

8. Families will be encouraged to participate in all planning for their children.

9. Each handicapped child considered for enrollment in a school district program will be assessed by the screening committee to determine his or her individual ability to benefit from an educational program. At this time it will be determined whether a child can be served in a school by employing the services already available, i.e., teacher's aides, family and voluntary resources.

10. If it is determined that there are at least 4 physically and/or mentally handicapped children whose needs cannot be met by existing resources, the school district in consultation with local and regional Ministry of Human Resources staff will develop an educational program, including personal support services.

11. Ministry of Human Resources approval for any program rests with the Regional Manager.

12. Following approval, an agreement (Appendix B) outlining the services to be provided, conditions and amount of funding and the responsibilities of all parties is to be prepared for each program and signed by the Regional Manager and the appropriate school and district staff.

13. The school district officials are responsible for hiring personal attendants, establishing admission and discharge criteria and implementing a system to evaluate the progress of children within the program in consultation with the Ministry of Human Resources.

14. Regional Managers are to prepare fact sheets for each school district within the region for the periods, September to December, and January to June, indicating:

    (a) the number of groups approved;
    (b) the number of personal attendants approved;
    (c) the capacity of each group;
    (d) the actual number of children served during the time period covered.

    Copies of these fact sheets are to be forwarded to Family Support Section, Family and Children's Services Division, in January and July.

15. The Regional Managers will advise the line Executive Director, Family Support Services and Accounting Division of any changes in programs or payment procedures.

June 1980

2.7.13

16. Families are not required to contribute to the cost of service.

AUTHORITY TO ACT OR SPEND

District Supervisor

1. To conduct preliminary discussions with local school district to identify the need for the program;
2. to provide consultation to the Regional Manager on the need for and/or implementation of the program.

Regional Manager

1. To negotiate agreement for services with local school districts;
2. to authorize payments to school district by submitting a copy of the Agreement and Payment Authorizations (H.R. 25) to Accounting Division.
3. to approve any proposals for groupings of less than 4 children to one personal attendant.

MONITORING/RESPONSIBILITIES

District Supervisor

1. To ensure that services provided by local programs are within the scope of the Agreement, by discussing with the school officials and the children's parents, the nature of the actual program provided for the children enrolled in the CHANCE Program.

Regional Manager

1. To monitor regional CHANCE budget each month;
2. to monitor provision of services within the region, by reviewing with district office staff, the numbers of children placed in the program, and the effectiveness of the program for these children.

Family and Children's Services Division

1. To monitor program on a provincial basis, by reviewing budget expenditures, and regionally prepared fact sheet, prepared in January and July, and through discussions with Ministry staff as well as with staff of the Ministry of Education.

PAYMENT INSTRUCTIONS

1. Payment Authorizations (H.R. 25) are to be signed by the Regional Manager and fordwarded with the corresponding Agreement or Extension Agreement to the Coordinator, Family Support Section, Family and Children's Services Division.

June 1980

2.7.14

2. The Chart of Accounts should be consulted for the proper coding of each CHANCE Program.

3. Payments are made quarterly in advance except for the payment for the period from September to December which is for 4 months.

4. Payment Authorizations should be submitted at least two weeks before a program begins operation, to ensure prompt payment to the school district.

5. One Payment Authorizations should be submitted at least two weeks before a program begins operation, to ensure prompt payment to the school district.

5. One Payment Authorization (H.R. 25) is sufficient to initiate the series of payments to be made during the fiscal year, if it clearly indicates which time period and groupings are covered by each payment.

6. If extension agreements are required for April to June, new Payment Authorizations (H.R. 25 should be submitted during March.

June 1980

2.194(d)

AGREEMENT

THIS AGREEMENT MADE as of the ____________ day of ____________, 19 ____

BETWEEN:

THE MINISTER OF HUMAN RESOURCES
(hereinafter called the "Minister")

AND:

(hereinafter called the "School District")

WHEREAS:

The Minister is authorized to approve support services under Section 2, Subsection (1) of the Guaranteed Available Income for Need Act S.B.C. 1976, Chapter 19.

The School District has represented its willingness and ability to provide support services to certain children and their families.

The parties have agreed to enter into this Agreement on the terms and conditions herein contained.

NOW THEREFORE IN CONSIDERATION of the mutual covenants and agreements herein contained, the parties hereto agree:

1. DEFINITIONS

For the purposes of this Agreement, definitions shall be as follows:

(a) "Minister" includes the director appointed pursuant to Section 23 of the Guaranteed Available Income for Need Act, and his delegates as provided for in Section 24 of the Guaranteed Available Income for Need Act.

(b) "Ministry" means the Ministry of Human Resources.

(c) "Staff Member" means a Ministry of Human Resources staff person who is delegated by the Minister as provided for in 1(a).

(d) "Support Services" are those services provided by a personal attendant which are designed to assist a child to benefit from basic educational instruction. Such services shall be provided in a group of 4 to 20 children in a school setting and include:

  (i) Assistance to physically or mentally handicapped children who lack basic self-care skills;

  (ii) Assistance to teachers and children in the management of problems which are health based, e.g. epilepsy, cerebral palsy, but not primarily emotional or behavioral in nature;

  (iii) Working with groups of children as directed by the Public Health Nurse, the Family Physician and under general supervision of the school principal.

Support services do not include tutoring services or academic services or duties which relate wholly or mainly to education.

September 1979

2.194(e)

(e) "Personal Attendant" means those persons employed by the School District to provide support services.

(f) "School District" means a School Board established pursuant to the Public Schools Act.

2. PURPOSE

It is acknowledged that the purpose of this Agreement is to provide personal support services within schools to identified children with exceptional physical and/or mental needs. The goal is to assist children who would be excluded from an education in a school setting because of an absence of support services in acquiring basic academic and social skills.

3. APPOINTMENT

The Minister agrees that the School District shall be empowered to provide support services to designated children within the school setting and to their families.

4. SUPPORT SERVICES WITHIN SCHOOLS

The School District agrees to provide support services to children as defined in Schedule A of this Agreement.

5. PAYMENT FOR SERVICES RENDERED

The School District shall receive the amount of $ ______________ from the Minister for the term of this Agreement by way of payment to be paid as outlined in Schedule B attached.

6. TERM OF AGREEMENT

(a) This Agreement for the purpose of Payment for Services Rendered under Clause 5 shall come into force on the _______ day of _______________, 19 ____, and for all other purposes shall come into effect upon the day of execution and shall continue in force until the ________________ day of ____________, 19 _____, unless extended by written agreement.

(b) Either party may terminate this Agreement at any time by giving to the other party thirty (30) days notice in writing to be delivered personally to the other party.

7. OBLIGATIONS OF THE SCHOOL DISTRICT

(a) The School District covenants and agrees to meet general expectations as follows:

  (i) To arrange to provide support services within schools aimed at assisting children assigned to its care;

  (ii) To be responsible for obtaining any insurance necessary to fulfill the obligations and terms of this Agreement;

  (iii) That the School District shall not in any way assign this Agreement in whole or in part and shall not sub-contract or make any other arrangement, contract or agreements with other parties to carry out

September 1979

2.194(f)

its covenants and agreements herein contained (save to engage the services of necessary employees in the usual and normal basis);

(iv) To bear all expenses of any kind in connection with the operation of the School District.

(b) The School District further covenants and agrees to meet specific expectations as follows:

(i) To follow any routines for the child which may be prescribed by physicians;

(ii) To treat as confidential all information gained with respect to children and/or their families and to assure the same confidentiality in all employees of the School District;

(iii) To take appropriate steps to attempt to accomplish goals and objectives set for individual children receiving services as these are decided upon at the time of the child's submission and as they may be altered from time to time;

(iv) To co-operate with any plans established for the re-admission of children into the general school program as contemplated by Clauses 2 and 8;

(v) To hire any staff as may be required by the School District and to be fully responsible for the acts or omissions of its employees and for payment of any wages or salaries and specified benefits to these persons;

(vi) To be responsible for deductions and/or remittance of any unemployment insurance assessments, pension contributions, taxes and any other assessments imposed by government or other authorities with respect to any persons employed by the School District under Clause 7, b(v);

(vii) To keep proper account and records of all income and expenditures relating to the provision of services under this Agreement and to provide an annual financial statement when requested to do so by the Minister or his representative;

(viii) To furnish specified statistical information to the Minister or his authorized representative upon request.

8. OBLIGATIONS OF THE MINISTER

The Minister covenants and agrees as follows:

(a) To designate a Ministry of Human Resources staff member on a regular basis to supply such assistance and advice as may be requested by the School District and at a level consistent with available staff time;

(b) The staff member designated by the Minister under Clause 8 (a) shall have the right only to:

(i) Participate with the School District in all program planning decisions;

(ii) Assist the School District and/or its employees in the appropriate use of community resources at the request of the School District;

September 1979

2.194(g)

(iii) Request information as may be required to determine that services being provided are within the scope of this Agreement.

9. GENERAL

(a) The Minister agrees to delegate a Ministry of Human Resources staff member provided for under Clause 8 (a), such of his powers and duties to be exercised under his direction as may be necessary to administer support services in accordance with the Guaranteed Available Income for Need Act, Section 2, Subsection (1);

(b) It is agreed that as contemplated by Clause 7 (b) (iii) a screening committee whose membership shall include Ministry of Human Resources, Public Health, Community Professionals and the School Principal will be formed. The screening committee has the responsibility to establish criteria for admission and discharge and to review each referral for admission and to develop a plan and a method for assessing the progress of the plan for each child admitted to the support services program;

(c) It is agreed that the persons providing services pursuant to this Agreement shall, during the term of the Agreement, be employees of the School District and not employees of the Ministry of Human Resources;

(d) It is agreed that the School District shall, during the term of this Agreement, be contracting for the provision of this service with the Ministry of Human Resources;

(e) It is agreed that if the plan for children receiving services under this Agreement includes participation in School District programs such as water survival program and field trips, the written consent of the parent or guardian will be obtained in advance.

IN WITNESS WHEREOF the parties have caused this Agreement to be executed in the ______________ of __________________ in the Province of British Columbia as of the date first above written.

SIGNED, SEALED AND DELIVERED
by

in the presence of:

____

____

____

The Common Seal of

was hereunto affixed on the ________

day of _______________ in the

presence of:

____

____

____

MINISTER OF HUMAN RESOURCES

Per:

____
STAFF MEMBER
MINISTRY OF HUMAN RESOURCES

September 1979

2.194(h)

SCHEDULE "A"

CHILDREN TO BE SERVED UNDER THE SUPPORT SERVICES WITHIN SCHOOLS PROGRAMME

The Minister or his delegated staff member will weigh all relevant factors prior to negotiating an agreement with the School District for the provision of support services. The factors to be weighed include the characteristics and functioning of the children to be serviced, the goals or objectives of the proposed service and the needs of the children in relation to the goals.

Children assigned to receive support services within schools are described as follows:

a) male or female child up to 19 years of age.

b) multi-handicapped children who exhibit exceptional physical and/or mental needs who would be excluded from an education in the school setting if personal support services were not provided.

More particularly the children to be served are:

(i) Children requiring help with personal care and management (i.e., feeding, mobility, medications, toileting, positioning) in a school setting.

September 1979

2.194(i)

SCHEDULE "B"

PAYMENT FOR SERVICES

The amount of ______________________ which the Minister has agreed to pay the School District in Clause 5 of the Agreement shall be payable as follows:

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September 1979

MINISTRY POLICY

INDEX OF CONTENTS

A MANUAL OF POLICIES, PROCEDURES AND GUIDELINES

SECTION 15 - MINISTRY POLICY — PAGE

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Introduction 15.2

Policy, Directives, Rulings, Changes Pertaining Directly or Indirectly to Special Programs -

Circular Indes - A General 15.3
B Specific 15.5
C Finance 15.6

(Circulars commence-15.7)

MINISTRY OF EDUCATION
POLICY, DIRECTIVES, RULINGS, CHANGES PERTAINING DIRECTLY OR INDIRECTLY TO SPECIAL PROGRAMS

This section contains copies from Ministry of Education Circulars and Policy Statements that pertain to Special Programs. There will be additions and deletions from time to time in order to keep the section current.

The circulars are classified under the following headings:

A. GENERAL
B. SPECIFIC PROGRAMS
C. FINANCE

MINISTRY OF EDUCATION
POLICY, DIRECTIVES, RULINGS, CHANGES PERTAINING DIRECTLY OR INDIRECTLY TO SPECIAL PROGRAMS

A. GENERAL

TITLE	ISSUE DATE	AMENDMENT DATE	PAGE
- Inspection and Permitting of Small School Buses	December 1980		15.7
- Administrative Policy for Student Transportation (Draft)	March 1980		15.71
- Minister's Announcements (disabled children, enrichment, facilities)	December 1980		15.9
- Facilities Services Division Resource Centre Report - 2	November 1980		15.15
- Part-Time Service for Permanent Certification	November 1980		15.26
- Contracting by Boards	October 1980		15.31
- Contracting Out by Boards	March 1979		15.102
- Regulations For the Adult Secondary School Programme	November 1980		15.28
- Student Suspensions	October 1980		15.32
- Vietnamese Students	October 1980		15.33
- Admission of Non-Canadian Students	November 1979		15.79
- Administration of Medications	September 1980		15.58
- In-School Students Taking Correspondence Courses	August 1980		15.64

TITLE	ISSUE DATE	AMENDMENT DATE	PAGE
- Curriculum Development in Special Education	May 1980		15.66
- Child Abuse and Neglect Investigations and Apprehensions on School Property	April 1980		15.68
- Child Abuse/Neglect	November 1979		15.76
- Conduct of Surveys in the School System by Outside Agencies	December 1979		15.75
- Toward Clarification of the Ministry Position on Providing Educational Services to Handicapped Children	April 1979		15.98
- Summer Schools	March 1979		15.104
- Amendments to Public Schools Act Regulations	August 1978		15.106

B. SPECIFIC PROGRAMS

TITLE	ISSUE DATE	AMENDMENT DATE	PAGE
- Vietnamese Students	October 1980		15.33
- Funding and Placement Policy - Severely Handicapped Children	October 1980		15.34
- Funding-Placement Procedure for the Severely Handicapped	October 1980		15.36
- Re: "Program Chance" Rehabilitation Resources for Handicapped Children	April 1980		15.69
- Support Services - Severely Handicapped Children (CHANCE)	September 1979		15.86
- Braille Instruction Course 1980/81	September 1980		15.52
- Orientation and Mobility Instruction for Visually Impaired Students	September 1980		15.60
- Policy Statement on the Education of the Visually Impaired	August 1978		15.105
- Payment of Grants on Behalf of Mentally Retarded Children	May 1980		15.67
- Policy Statement on the Education of Hearing Impaired Children	October 1979		15.85
- Policy Statement on Indian Education	October 1979		15.82

C. FINANCE

TITLE	ISSUE DATE	AMENDMENT DATE	PAGE
- Facilities Services Division Resource Centre Report - 2	November 1980		15.15
- Funding-Placement Policy for the Severely Handicapped	October 1980		15.36
- Support Services - Severely Handicapped Children (CHANCE)	September 1979		15.86
- Payment of Grants on Behalf of the Mentally Retarded Child	May 1980		15.67
- Boarding Allowance and Transportation Assistance Grants	November 1979		15.80

ANNOUNCEMENTS CIRCULAR
80.12.31

INSPECTION AND PERMITTING
OF SMALL SCHOOL BUSES

December, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

OF PARTICULAR INTEREST TO: Secondary School Principals and Transportation Supervisors

The safety inspection and permitting of school buses is a matter within the jurisdiction of the Superintendent of Motor Vehicles and semi-annual school bus safety inspection programme is carried out by the Inspection Division of Motor Vehicle Branch. Inspection teams travel throughout the province twice monthly to examine school buses and to issue permits where school bus safety standards are met.

There are numerous situations in the province where vehicles not specifically designed for school bus use are being used to transport students. The permitting requirements for these vehicles and the question of insurance coverage (where they are used for transporting students) have been the subject of much discussion in the school districts, in Motor Vehicle Branch, and in the Ministry of Education. Recently, Motor Vehicle Branch and Ministry of Education representatives met with a representative of the Insurance Corporation of British Columbia to discuss the small school bus problem as it concerns insurance, safety and licensing requirements. The following cases are examples of specific situations discussed which may be similar to situations in your school district. Please examine these carefully and, if you are in doubt about the status of small vehicles used to convey pupils in your district, please contact Mr. G. Brown, Inspector of Motor Vehicles, c/o Motor Vehicle Branch, 2631 Douglas Street, Victoria, B.C. V8T 4X7.

CASE 1 Q. Two eleven passenger vans are being leased by a school district for use by an alternate learning class. Is a school bus permit required?

A. Yes. Vehicles used to transport students must have a valid school bus permit and be inspected and approved twice annually.

CASE 2 Q. A school district has two crew cab vehicles for transporting students to forestry classes. May these vehicles be permitted to carry students?

A. In the case of special classes with requirements for non-school bus type vehicles, a maximum of five students and the driver may be carried. There must be a seat belt for every passenger. The vehicle must be painted school bus yellow with correct school bus signs and warning lights. Each case should be presented to Mr. G. Brown, Inspector of Motor Vehicles, and will be considered on the basis of its own merits and as a unique situation. The details of vehicle requirements should be checked with Motor Vehicle Branch before any new vehicle is purchased.

CASE 3 Q. Do vehicles owned by Easter Seals have to meet Motor Vehicle Branch requirements?

A. Yes. Except that some vehicles which were in service or under contract before April 1, 1979 will be permitted until the end of their useful life. Vehicles constructed after April 1, 1979 must meet all Motor Vehicle Branch and C.S.A. school bus construction requirements.

CASE 4 Q. Is it permissible for a school board to contract with a taxi operator for carriage of a handicapped student and, if so, does the taxi have to be permitted as a school bus?

A. A taxi may be used for this purpose provided it complies with requirements of the Motor Carrier Act and Regulations and is inspected semi-annually. It does not require a school bus permit.

CASE 5 Q. A student society owns a fifteen-passenger bus. Must it be permitted as a school bus?

A. Yes. Any vehicle transporting students to or from a school must be inspected and permitted as a school bus. Vehicles picking up and discharging off school property would come under jurisdiction of the Motor Carrier Act and Regulations as regards licensing and common carrier regulations.

ANNOUNCEMENTS CIRCULAR
80.12.04

MINISTER'S ANNOUNCEMENTS

DECEMBER, 1980

DISTRIBUTION: General

NATURE OF CIRCULAR: Minister's Announcements

On December 2, the Minister of Education, The Honourable Brian Smith, issued announcements related to those concerns raised on his tour of the Province to which an immediate response is possible.

They include:

1. Parent Participation
2. Legislation re Intruders
3. Disabled Children
4. Enrichment
5. Scholarships
6. Pensions
7. Portability of Sick Leave
8. Requirements for Graduation
9. Career Preparation
10. Credit Allocation Plan
11. Non-Instructional Days
12. Facilities
13. Women's Access Programs
14. Financial Administration Act

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PARENT PARTICIPATION

Many parents expressed concern with the lack of communication between themselves and their school.

The Minister will encourage every school district to establish parent consultative committees.

The Minister was impressed throughout the public forums with the sincerity and conviction of parents, and their desire for more involvement through better communication.

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LEGISLATION RE INTRUDERS

Principals in many parts of the Province indicated their concern at their inability to deal with intruders and with persons exhibiting disruptive behaviour.

Work will begin immediately to develop new legislation which will provide more adequate penalties for convicted offenders.

The present section of the School Act is difficult to apply and penalties are too small to act as deterrents. It is the intention of the Minister to provide adequate support through new legislation.

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DISABLED CHILDREN

The education of disabled students requires special attention. It was repeatedly emphasized that the school system had, in many cases, not been able to meet adequately the needs of the disabled.

All concerns registered during the tour will be brought together and will form the basis of a special announcement for action in this area. Since 1981 is the International Year of the Disabled, it is appropriate that this should be done during this year.

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ENRICHMENT

The need for a significant number of students to study beyond the basic program offerings and core curriculum was raised frequently by parents, students and teachers.

The Ministry is presently conducting a pilot enrichment program whereby 42 districts offer enriched programs in grades 4 and 5 Language Arts, Social Studies and Science, and 17 districts are involved with grade 12 Science and Humanities courses. Ten districts are providing both. The Minister has instructed that more challenging curricula be developed and made available at all grade levels.

The policy which deals with this expansion will also address the question of funding.

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SCHOLARSHIPS

The present system of awarding provincial scholarships fails to recognize adequately those students in the smaller and more rural parts of the Province. The amount of scholarship monies provided to the top twenty students is insufficient recognition. Vocational students have not always had an opportunity to qualify.

Three per cent of the grade 12 enrolment will continue to receive scholarships, but the distribution will be different.

In each district the top 1% of the district's grade 12 enrolment will each receive $1,000 if they pass the English Composition examination and write at least three specialty subject examinations. For example, Nisgha School District, with 27 grade 12 students will receive one scholarship; Trail, with 320 grade 12 students, will receive at least three; Vancouver, with 5,300 grade 12 students, will receive at least 53.

The remaining 2% of the scholarships will be competed for at a provincial level by all candidates.

The top 20 provincial candidates will receive $2,000 and the remainder will continue to receive $1,000.

District Awards will be renamed District Awards and Scholarships.

Each district will be allotted an amount equal to $1,000 per student to a maximum of 1% of the grade 12 enrolment. This amount will be distributed as follows:

- each qualifying candidate, up to a maximum of 1%, is to receive a District Award of $500
- in addition, a District Scholarship of $500 will be awarded to each District Award Winner who proceeds to a post-secondary institution to pursue career-oriented studies, or who enrols in a training program approved by the Ministry of Labour.

All candidates will continue to write a provincial prepared English Composition Examination. The examination for District Award candidates, however, will be constructed to reflect the core, but will have modifications of this to reflect the vocational orientation of the students. It will be a different examination to the one written by the provincial scholarship students. The time limit to accept a scholarship has been extended from 12 to 18 months.

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PENSIONS

The section of Bill 29 which limits the indexing of teachers' pensions at 8% is unacceptable to many teachers.

The Minister will take the concerns of the teachers to his Cabinet Colleagues and brief them on the strength of teachers' feelings on this issue.

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PORTABILITY OF SICK LEAVE

The movement of teachers from district to district has declined in the last few years. In 1979-1980, just over 1% of the teaching force moved from one district to another. This is considered insufficient to preserve the vitality which comes to districts from some movement of teachers with varying backgrounds and experiences. Declining enrolment has clearly been a factor. A second factor may have been general lack of portability of sick leave.

The Minister will consult with the B.C.T.F. and the B.C.S.T.A. in order to establish a plan that will provide teachers changing districts with reasonable statutory protection from the loss of income because of illness.

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GRADUATION REQUIREMENTS

The suggestion that graduation requirements be increased from 12 to 14 courses received strong opposition from parents, teachers administrators and students.

The present minimum graduation requirements will not be changed.

The present graduation requirements consist of the successful completion of a minimum of 12 courses numbered 11 and 12 with the expectation that students will take a program of 14 courses during grades 11 and 12. (English 11 and 12, Social Studies 11 and Physical Education 11 are required subjects.)

By maintaining the present requirements, we can preserve the maximum time available for each of the courses so that in-depth study can proceed. The alternative would be to extend the school day which is not acceptable.

It was also noted that the impact of the proposed new requirements would have caused, according to the reports on the tour, extreme difficulties for smaller schools.

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CAREER PREPARATION

During the tour it was repeatedly requested that grades 11 and 12 programs, in addition to providing a graduation in general education, should also provide programs which would allow students entry into specific courses at the post-secondary levels, or direct entry into some form of employment. Presently, there are nearly 3,000 students enrolled in 108 programs in 35 school districts. Two and one-half million dollars have been included in school district budgets to support these programs.

All districts will be encouraged to take advantage of the option to provide Career Preparation Programs.

To assist districts in this task, integrated curricula are being developed by secondary and post-secondary teachers and instructors working together in the fields of the mechanical trades, the hospitality industry, and business education.

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CREDIT ALLOCATION PLAN

Repeatedly, teachers pointed out that texts ordered at the beginning of the year had not arrived. There was concern in some districts that the allowable credit allocation would not be sufficient to purchase or replace textbooks.

The Minister has instructed that the whole plan be re-examined at once and that the two critical issues mentioned most often receive particular attention.

Texts should be delivered to teachers so that they can become familiar with them before the start of the school year.

While some districts have indicated that the credit allowed is sufficient to purchase new texts and replace others, some districts have indicated the contrary. The situation will receive immediate review.

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NON-INSTRUCTIONAL DAYS

Teachers and administrators consistently supported new curriculum offerings and other initiatives of the Ministry. At the same time, it was pointed out that there is insufficient time in some instances to study and understand fully their significance.

The amount of time for such vital professional purposes as new curricula, assessment and accreditation, and special education, will be increased from 4 days to 5 days in recognition of the numerous Ministry initiatives in these areas.

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FACILITIES

Concerns were expressed about the slowness of the approval process, its inability to respond to emergencies, the lack of space for special education and other specialist areas, the need for gymnasiums and libraries, particularly in smaller and rural schools, the need for upgrading grounds, and for community participation in building programs.

A draft copy of the Space Standards section of the Facilities Manual and a proposal for the revision of the whole manual have been sent out to schools. Reactions have been invited by January 31, 1981. The specific concerns expressed in the tour will be studied along with these reactions in an examination of the draft.

The basic principle of the new draft is that, instead of the Ministry specifying exactly what accommodation will be available to a school, local discretion will be allowed in allocating additional space outside of a core set of facilities.

In the draft, consideration is being given to reducing the number of elementary school pupils needed to qualify for a gymnasium and library. Special education space is recommended as well as space for showers and changing rooms.

Any new regulations which are developed as a result of consideration of the draft will apply to new buildings. Their application to older buildings will be by a phasing-in process.

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WOMEN'S ACCESS PROGRAM

It was pointed out that women who wish to return to education or training need encouragement and counselling through the colleges and institutes of the Province.

Colleges and institutes which choose to introduce or re-introduce Women's Access Programs will receive special funding for three years. During the first year, the Ministry will provide, by direct grant, up to two-thirds of the agreed costs of the program. In the second year, the grant will be one-half of the agreed costs, and in the third year, one-third. After this, colleges and institutes will be expected to build programs into their regular budgets.

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FINANCIAL ADMINISTRATION ACT

Trustees, teachers, and representatives of post-secondary colleges and institutes consistently objected to sections of the draft form of this Act which would affect them. The Act was seen as decreasing local autonomy.

The Minister will serve as an advocate on behalf of all parts of the educational community in further discussions of the draft in Cabinet.

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ANNOUNCEMENTS CIRCULAR
80.11.28

FACILITIES SERVICES DIVISION RESOURCE CENTRE

REPORT - 2

November 1980

DISTRIBUTION: Secretary-Treasurers
District Superintendents of Schools
Superintendents of Schools
Attention: School Plant Officials

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INTRODUCTION

This is the second issue of the Resource Centre Report and it has to be admitted that since July we have not exactly been swamped with requests for information. Nevertheless, several favourable letters and comments have been received which is encouraging.

In common with School District personnel, the staff of Facilities Services have to wear at least two hats. A hardhat when acting the role of "Bad Guy" and having to tell a District that some of their projects cannot be funded. A soft hat when we are able to assist in a positive way with the design and funding approval of a worthwhile project.

The more we are able to wear the soft hats successfully, the less we have to wear the hardhats. In other words, if we are part of the project planning process from the earliest stages, then refusals are less likely in the latter stages.

One of the aims of these reports is to try and improve communications between Facilities Services and the Districts. This issue includes several short items dealing with recommended procedures and policy. It is proposed eventually to add formal versions of those items to the new manual, so now is the time to start letting us have your comments.

As before, all correpondence should be addressed to:

The Resource Centre
Division of Facilities Services
Ministry of Education
Parliament Buildings
VICTORIA, B.C. V8V 1X4

Please note that telephone calls to the Resource Centre should now be directed to Michael Mirams-Harrison at 387-6941.

RESEARCH NOTES

Buses

How to choose between diesel and gasoline powered buses is a decision periodically faced by School Districts. Are the apparent longterm running economies of diesel worth the extra initial costs? Darryl Muralt of the Division of Legislative Services in the Ministry has prepared the following list of pros and cons based on his experience in working on the subject with Districts for several years.

1) Diesel engines cost more initially (currently about $4000 - 5000). More expert knowledge is needed to select the most suitable engine/transmission/power train, combination for a diesel vehicle than for gasoline.

2) Diesel engines get more miles per fuel-dollar but the price gap is narrowing and may not apply in the future. Diesel engines are less efficient for short runs which may offset fuel savings. Diesel fuels contain fewer pollutants than gasoline.

3) Diesel engine servicing is less frequent than gasoline, but costs more when needed. It has been estimated by a commercial bus company that servicing and fuel costs offset each other and that everyday running costs work out about the same for diesel or gasoline.

4) Diesel engines can last longer (sometimes outlasting the chassis) and normally need fewer repairs than gasoline provided they are sensibly driven on good roads and properly maintained. Diesel drivers need special training; diesel mechanics and maintenance equipment are not so readily available as for gasoline. A diesel repair when needed tends to be more expensive than for gasoline buses.

In conclusion, few School Districts have either the facilities or the personnel to take advantage of the economies which can sometimes be obtained from diesel buses.

In the next issue of this Report, Darryl will review the possibilities for the conversion of gasoline engines to propane.

RESEARCH NOTES

Energy Conservation

This important subject is under review by the Ministry at present to decide whether to introduce unilaterally a code for new school construction whilst we are waiting for an official national or provincial code.

The Ministry is also seriously considering the expansion of the energy conservation programme for existing schools. District comments (or lack of them) on any aspect of energy conservation will certainly be taken into account when the Ministry is deciding on future programmes.

Handicapped Code

The theoretical interpretation of Part 10 of the Provincial Building Code is that all facilities in all schools should be accessible.

Facilities Services are pressing Municipal Affairs to relax this requirement to some extent so that reasonable access is given to a reasonable number of schools in the District.

In elementary schools, it may be more practical to relocate specialty facilities rather than use an inclined stairlift or particularly an elevator.

Existing secondary schools pose a bigger problem. It may make sense to designate specific schools in central locations to offer handicapped facilities, thereby leaving others unaltered. This subject is closely related to the one of Fire Safety (see the subject under that heading later in this report). We understand that the Vancouver School Board has been negotiating along these lines with their municipal authorities with some success.

RESEARCH NOTES

Illumination Levels

During the summer months the Division of Facilities Services conducted a lighting survey in a number of Districts. The purpose of the survey was to measure the amount of artificial light that existed in classrooms and to find out the degree of satisfaction with present levels.

One of the motivating factors for this survey was the need to find ways to deal with the problems of energy conservation. We have seen industry deal with these problems by providing us with products such as lower wattage fluorescent lamps, automatic dimming systems, etc. but these all add material costs to our buildings. We hoped to find a way to reduce material costs and still achieve energy conservation.

Using the present School Building Manual standard of illumination (70 foot-candles) as a reference point we set out to find what lighting intensities actually were in classrooms and what teacher reaction was to them. The results were interesting.

Most classrooms surveyed were found to be far above our present recommended level; some were as high as 200 F. C. Most teachers found the illumination levels to be excessive and generally they had a dislike of fluorescent lighting although they could not explain why. In classrooms where the lighting levels were 45 - 70 F. C. there was a greater satisfaction with the lighting system even though it may have been fluorescent. Some teachers indicated that they worked with only half the lighting on because pupils seemed to work better with the reduced intensity. Many teachers associated hyperactivity with high intensity lighting.

Another factor that we observed in our survey was room surface finishes. Those classrooms with bright finishes and high reflectance values had a much more pleasant atmosphere than the others. The high reflectance finishes increased the efficiency of the lighting system immensely. In the interests of energy conservation and good lighting practice, the Division of Facilities Services intends to present a case to the Occupational Environment Branch of the Division of Labour, who sets our standards, to reduce the recommended illumination levels in classrooms from the present 70 foot-candles to 50 foot-candles. We intend to use the material gathered on this survey along with other supportive data that we are collecting.

We would appreciate any data that you have gathered or observations that you have made in the Districts to help us with our case.

RESEARCH NOTES

Intruder Alarm Monitoring

A brief review of the different types of monitoring methods and the problems of false alarms has been prepared by the Resource Centre and forwarded to I.C.B.C. for their comments.

A Summary of this subject will be included in the next issue of the Report.

Playground Surfaces

In response to the news item about playground guidelines in the July issue of the Report, School District #44 wrote to inquire whether we had any advice on a suitable ground surface material under playground equipment. They are experiencing problems with glass and animal feces in sand or bark mulch and they are experimenting with pea-gravel.

Does any District have any recommendation on this subject?

Sawdust Extraction Equipment

Facilities Services have been approached by the local representative of N. R. Murphy, a Canadian Manufacturer of Sawdust Extraction Equipment. He pointed out (correctly) that our standard specifications look more like an American competitive product (Torit) than his own and therefore favours that competitor.

We explained that Torit equipment had been (so far) the only equipment which seems to give a satisfactory performance, but any other manufacturers would be acceptable if their equipment could be seen to be as good or better. The N. R. Murphy equipment (which is comparatively new in Western Canada) seems in fact to have some advantages.

It was agreed that ministry staff would examine some installations and if they prove to be satisfactory, we would amend our standard illustration to correct any bias. In the meantime, District Consultants should give equal consideration to both manufacturers, or any other manufacturer who also seems to be satisfactory.

PROCEDURAL GUIDELINES

Consultants

This and future issues of the Resource Centre Report will contain some preliminary guidelines on selecting and working with consultants. We are particularly interested to know whether School District personnel find them useful.

The selection of consultants for a building project is often a difficult task. This is particularly true of the architect who plays such a major role. The strengths and weaknesses of each consultant need to be assessed for a particular project. A gifted designer may not be such a good administrator or vice versa. Later guidelines will deal with suggested procedures for the selection of architects and other consultants.

Once the architect has been selected, it is imperative that both he/she and the School Board should agree in writing on the terms of reference. No architect should be expected to start work on a school until he/she has been given a Building Program (sometimes called a Functional Program) which describes the required accommodation agreed between the District and Facilities Services.

The Board should also make it clear in writing who the architect reports to, where he gets his instructions from, and who will answer his questions. All other relevant factors should be listed in the program, e.g., are there any critical deadline dates, what are the cost limitations, what are the requirements and expectations regarding cost estimates, etc.

It is strongly recommended that a formal architect/client agreement be signed for each project and certainly every project in excess of $100,000. A standard document is available from the Architectural Institute of B. C. This is not so much in the event of a dispute, but more to define responsibilities which can help, of course, to avoid disputes.

Preparation of a good Building Program is not the end of the Board's responsibility. Arrangements must be made for a practical, prompt and sensible review to be carried out of any design drawings, etc. which the architect submits. To be a good creative critic needs as much skill and can be almost as satisfying as producing the original design. Any good architect/designer knows the value of creative criticism and also knows that it can result in a better building.

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PROCEDURAL GUIDELINES

Fees

It is Facilities Services' policy only to accept consultants' fees which do not exceed the recommended scale of the appropriate professional institute. The basic fee must be agreed in writing by the Board before the architect begins work. Preferably this will be included in the standard architect/client agreement. A copy of the agreement should be filed with Facilities Services for information.

Architect's fees will normally be a base of 6% of the actual construction cost of new work. Work on an existing building may be charged up to 10% of the construction cost. Projects which are a mixture of additions and modifications will have to be assessed individually.

There may be reasons for other types of fee arrangement, e.g., per diem rates, but again these should be agreed before the architect is appointed. Occasionally, there may also be reason for additional fees due to work which could not be foreseen. Any such case must be carefully checked by the District and Facilities Services.

The fee that was calculated at budget stage based on the estimate at that time will be adjusted according to the final contract sum. Engineering fees will normally be 6% (structural and mechanical) or 6.5% (electrical) of the value of the work being designed by the engineer. The architect's fee is reduced to half (i.e., normally 3%) on that same portion of the works.

The following are some sample calculations to show how these figures work out:

Assumed Construction Costs	Structural	25,000
	Mechanical	15,000
	Electrical	10,000
	Other	50,000
		$100,000
Architect's Fee	6% X $100,000 = 6000	
	less 3% X 50,000 = 1500	
		4,500
Structural Fee	6% X 25,000 =	1,500
Mechanical Fee	6% X 15,000 =	900
Electrical Fee	6.5% X 10,000 =	650
	TOTAL FEE	$7,500

PROCEDURAL GUIDELINES

Fees Continued

This may be shown in other ways which give the same total e.g.:

Architects fee	6% X	100,000 =	6,000
Structural fee	3% X	25,000 =	750
Mechanical fee	3% X	15,000 =	450
Electrical fee	3.5% X	10,000 =	350
TOTAL FEE			$7,550

In this case the Architect would personally reimburse the Consultants from his own fee.

Metric

In December 1977, the Ministry announced the formal beginning of the transition from imperial to metric in school construction. In June 1979, all Districts were informed that metric terminology (S. I.) would be used exclusively from August 1, 1979 on. Some Districts and architects have made this transition smoothly while others are still having difficulties in accepting the change.

All the major industrial nations of the world, either use metric now or are changing to it, some faster than others. In Canada, the official changeover date for the construction industry was January 1978. The United States are into an active conversion program and have overtaken Canada in some important sectors.

Although currently it may be easier to obtain building materials in imperial dimensions, in a few years time the reverse will be true. Every month, we see a larger number of materials available in hard metric and the benefits of designing the building in metric are becoming increasingly evident.

Any building which is constructed in imperial dimensions is going to be more expensive to alter and maintain in the future as imperial materials become more difficult to obtain.

Most materials are available now in metric, but a firm hand must be used with contractors on the site. There is no reason for metric to cost more if the project is properly planned.

To assist Districts and their consultants in finding out about the availability of metric materials and also in making the correct use of "hard" and "soft" metric dimensions, particularly when dealing with existing buildings, the Resource Centre is able to call on the advice of the Metric Conversion Department of the Ministry of Universities, Science and Communication.

That Department has had considerable experience in the use of metric in British Columbia and a telephone call (387-6864) can save a lot of headaches.

Future issues of the Resource Centre Report will include further articles on different aspects of the use of metric.

NEWS ITEMS

Asbestos

In March 1980, Facilities Services initiated a pilot program in six Districts to determine the extent to which hazardous Asbestos materials were present in schools. From the initial results of the program, it was decided in June to actively request all Districts to participate. This meant the inspection of every school and the undertaking of immediate action if necessary.

By the end of September, 34 Districts out of 75 had completed their surveys, seven of which have discovered friable Asbestos.

Facilities Services are concerned that approximately half of the Districts have not yet completed their surveys and we would urge them to do so as soon as possible.

Facilities Manual

The School Facilities Manual progresses. A formal draft of Part 4 is being printed now to be issued for comment from the field. Work is continuing on the first three parts of the manual which deal with planning, budgeting and the project approval process and also Part 7 which will tackle design guidelines. Each part will be sent out in draft form for comments in the same way as Part 4.

Fire Safety

Discussions are underway between the representatives of the Fire Commissioners office, the building standards branch of the Ministry of Municipal Affairs, I.C.B.C. and Facilities Services to try and resolve a number of issues on the subject of Fire Safety in schools including:

1) How do handicapped children escape from the upper storeys of a school once they get there as required by Part 10 of the Building Code?

2) Are there overlapping approval procedures between the four authorities?

3) Are two exits needed from classrooms?

Comments on these subjects and any other related to Fire Safety will be welcomed by the Centre.

NEWS ITEMS

P.C.B. in Transformers

There have been a few instances recently when P.C.B. (polychlorinated biphenyl) liquid insulation in an electrical transformer has been discovered to be leaking. Because there is evidence that P.C.B.s are carcinogenic (may cause cancer) any handling or disposal has to be properly and carefully carried out.

There are thousands of transformers all over B.C. safely containing a P.C.B. insulator. However, Districts would be well advised to check any which are on school grounds just in case they have developed a leak.

Initially a District should contact the local office of B. C. Hydro or West Kootenay Power authority; first to ascertain how to identify a transformer which contains P.C.B. and then, if there does seem to be a problem, to ask them how to deal with it.

Currently we understand that the only way to dispose of P.C.B.s is to have the material transported to Edmonton. This is an expensive operation but, if necessary, shareable funding may be made available.

A representative of the Ministry will be attending a seminar on the subject on 26th of November in Vancouver, following which the Resource Centre may publish more information. If assistance is needed please call the Centre now and we can put you in touch with one or two Districts which have had experience on how to deal with the problem.

SCHOOLS DEPARTMENT CIRCULAR
NO. 138 80.11.28

PART-TIME SERVICE FOR PERMANENT CERTIFICATION

November, 1980

Nature of Circular: New Ministry Policy for Information of Schools

Authority: Order-in-Council #1942

Enquiries concerning this circular should be addressed to:

Dr. B. A. Andrews
Director, Teacher Services
Room 345, Douglas Building
617 Government Street
Victoria, B. C.
V8V 4S1
Telephone: 387-6934

BAA:jp

POLICY STATEMENT

RE: THE USE OF PART-TIME SERVICE FOR PERMANENT CERTIFICATION

Regulations governing permanent certification state that: "a Certificate or Diploma without expiry date may be issued to the applicant who has taught on a regular, full-time basis (or equivalent):

(i) "for at least two school years (or equivalent) in a British Columbia public school while in possession of a valid British Columbia certificate of qualification for teaching, and is recommended for a non-expiring Certificate or Diploma by the appropriate District Superintendent or Superintendent of Schools, or other authorized officials...".

To facilitate the administration of this particular section of the Order-in-Council the "equivalent" of two years of full-time service has been defined as:

1. Two school years (20 teaching months) employed on a 0.5 to full-time basis. In other words, the Ministry is prepared to accept half-time or better service for satisfying the teaching requirement for permanent certification.

2. Teachers employed from a 0.2 to less than 0.5 basis would be required in all cases to complete four consecutive and continuous years of satisfactory service within the same School District before qualifying for a non-expiring credential.
3. Teachers employed on a less than 0.2 basis may not satisfy service requirements on a part-time basis.

An amendment to the Order-in-Council which took effect January 1, 1980 further states:

> "notwithstanding Section III C 2 (i), the Minister may, in exceptional circumstances, grant a non-expiring certificate to a person after he has taught on a regular full-time basis for not less than one year and otherwise complies with Section III C 2 (i)".

For the purpose of administering this particular clause of the Order-in-Council "exceptional circumstances" has been defined as teaching service rated excellent by a Director of Instruction or a Superintendent of Schools. To qualify for non-expiring certification on the basis of part-time exceptional service, teachers would be required to complete one school year (10 months) of service when employed on a 0.5 to full-time continuous basis. Teachers employed with less than a half-time teaching load may not qualify for permanent certification on the basis of "exceptional" service but must satisfy the conditions outlined above.

FOLLOW-UP PROCEDURES RE: SUSPENSIONS AND CANCELLATIONS OF TEACHING CERTIFICATES

As a matter of administrative policy, the following procedure will be implemented when a teaching certificate of qualification has been removed by Order-in-Council:

1. The Director of Teacher Services will advise the teacher of the result of the Cabinet decision by double-registered letter. No information will be released to the public until the registration card has been returned to this office.
2. The Director of Teacher Services will send a confidential letter to all School Superintendents, the General Secretary of the B.C.T.F., and the Executive Director of B.C.S.T.A. advising of the cancellation for cause of all teaching certificates.
3. To conform with the practice exercised by other provincial Departments and Ministries of Education, the Director of Teacher Services will then inform other provincial Registrars by confidential letter. This correspondence will simply identify the name and certificate number of the teacher involved and indicate that certification was cancelled or suspended for cause.
4. Recipients of the information described above are requested to establish a confidential file for its retention. Material on this file should be destroyed upon receipt of up-dated information from the Ministry.

SCHOOLS DEPARTMENT CIRCULAR
NO. 136 80.11.05

REGULATIONS FOR THE ADULT SECONDARY SCHOOL PROGRAMME

DISTRIBUTION: Superintendents
Secretary-Treasurers
Ministry Officials
All Schools
Miscellaneous

NOTE: The following is, with minor revisions in terminology, a re-issue of the Instructional Services Circular of 73.08.08, as the procedures are still in use.

1. Preamble

The Adult Secondary School Programme is designed to assist adults whose formal education has been interrupted to reach a level of education identical with regular secondary school graduation. The intent of this revision is to provide adults with a wider choice of secondary school subjects so that they may choose courses of most value to them in their situation or as preparatory to post-secondary education.

2. The Programme

The Adult Secondary School Programme has been designed to provide a core of general education in English and Social Studies and to permit the student a wide choice of at least five optional courses drawn from the senior secondary school curriculum, three of which must be chosen from courses numbered "12".

General Education Constants

English 12 Social Studies 11	2
Optional Subjects Required	
5 courses selected from the Senior Secondary Programme, at least 3 of which are numbered 12	5
	7

NOTE: The choice of courses should be considered carefully in consultation with adult education personnel. Decisions should be based upon student interests, abilities and future plans. Students should be aware that secondary school graduation does not automatically ensure entry to a particular post-secondary institution.

3. Regulations

The approval of the Ministry of Education is required before courses may be offered in the Adult Secondary School Programme. This approval shall be subject to the following conditions:

(a) The official appointed in charge of adult education in the school district must have qualifications approved by the Ministry of Education.

(b) A School District advisory committee consisting of the Superintendent of Schools, the principal of one of the secondary schools in which the courses are offered, a member of the School Board with the district official in charge of adult education as an ex officio member shall recommend the courses to be offered. Recommendations to the Ministry shall be signed on behalf of the committee by the Superintendent of Schools.

(c) The teacher of any course offered for secondary school credit must be recommended by the School District advisory committee and approved by the Department. He must have adequate background learning for the course to be taught but need not necessarily be a teacher qualified to teach in the public schools; e.g. a university graduate with a major in English may be approved to teach a course in English even though the person does not hold a teacher's certificate. Qualifications of the teacher must be submitted with the request for his approval.

(d) All courses shall be equivalent in content to the courses outlined in the programme of studies, with necessary adaptations to the maturity and experience of the class. A minimum of seventy hours of instruction is normally required in each course exclusive of time required for examinations. However, provision can be made for students to master subject matter at their own rate.

(e) The request for approval of adult secondary courses (use Form AE 11) must be submitted in duplicate to the Ministry of Education before the course is offered.

4. Eligibility for Admission

Admission to the Adult Secondary School Programme shall be at the discretion of the school district official in charge of adult education where approval has been granted to offer the programme. The placement of an adult on one of the programmes shall be subject to the following conditions:

(a) Only a person who at the time of application is nineteen years of age or older shall be eligible for admission. An eighteen year old who has been out of school for at least one year may be admitted with the approval of the school district offical in charge of adult education.

(b) Transfer credit for courses on the Adult Secondary School Programme may be granted only for verified and documented equivalent education or training, or by life experience, as demonstrated by performance on challenge examinations, but each candidate shall be required to complete successfully at least three courses, two of which shall be numbered 12 in order to graduate on the programme.

5. Student Assessment and Records

In all courses there must be final examinations. The system of assessment and the final examinations must be approved by the Superintendent of Schools or by the principal of a secondary school designated by him. Permanent records of student achievement in courses must be maintained.

Upon completion of a course (s), a statement indicating letter grade standing in that course (s) shall be issued to the student. Upon completion of graduation requirements on the Adult Secondary School Programme, the student shall be issued with an official statement indicating courses taken and standing obtained. Documents for this purpose are available from the Ministry of Education.

SCHOOLS DEPARTMENT CIRCULAR
NO. R68 80.10.31

CONTRACTING BY BOARDS

OCTOBER, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Advisory - supplementary to Circular R34

Circular R34 contained the following:

> Contracting In
>
> The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 89 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Since the issuance of that circular we have considered two independent legal opinions, both of which agree that each board is under an obligation, because of sections 119(1) and 155 (1) of the School Act, to carry out its duty and obligation to provide instruction to pupils in its schools through teachers employed by it for that purpose, and does not have the authority to carry out that duty and obligation through persons engaged by others.

We are issuing this further advice because, recently, several districts have discussed this latter procedure with us.

SCHOOLS DEPARTMENT CIRCULAR
NO. R69 80.10.31

STUDENT SUSPENSIONS

OCTOBER, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Advisory

Section 117 (5b) of the School Act reads, in part, "notice of time and place has been served on the parent or guardian and pupil".

A recent case in one of the districts has stressed the necessity of serving this notice on both the parent/guardian AND the pupil. It cannot be assumed that because the parent/guardian was served, the pupil was also.

ANNOUNCEMENTS CIRCULAR
80.10.31

VIETNAMESE STUDENTS

OCTOBER, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials
Miscellaneous
All Schools

OF PARTICULAR INTEREST TO: Teachers of English-As-A-Second Language

NATURE OF CIRCULAR: For information of schools

Because of the high demand for the English-As-A-Second Language Kit for Vietnamese Students K-12, a reprint of this resource has been run.

COPIES OF THE KIT ARE AVAILABLE UPON REQUEST FROM:

Publication Services Branch
Ministry of Education
878 Viewfield Road
Victoria, British Columbia
V9A 4V1

It will be appreciated if copies are ordered through the district office, according to the procedure set down in Schools Department Circular No. 11 (5.5.77).

It is anticipated that the English-As-A-Second Language/Dialect Resource Book K-12 developed for use with all E.S.L. Students will be available for use starting September, 1981.

SCHOOLS DEPARTMENT CIRCULAR
NO. R65 80.10.06

FUNDING - PLACEMENT POLICY FOR THE SEVERELY HANDICAPPED

(Implementation Date 81-09-01)

October, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Ministry Policy Announcement

1. Any child who is receiving educational services in a school district in which he or she normally resides is eligible for special education services, where appropriate, through the Special Approvals System.

2. If, even with the use of the Special Approvals System, Educational services cannot be made available in a particular district, the school district, through Section 157 of the School Act, may request the placement and provision of services in another school district.

3. In the event that placement occurs in another school district, the Ministry of Education, Financial Services Division will:

   3.1 pay to the Receiving District ** the full approved costs of the education services for the child as determined by the Special Programs Branch of the Ministry of Education in consultation with the Receiving District.

   3.2 recover from the Home District * the local share of the Home District's average per pupil operating costs for each child placed in a Receiving District by making an adjustment on the notice of final determination of budget of the Home District. (Neither district will count the pupil in calculating instructional units.)

4. If, in order to obtain an educational service, placement is required in a Provincial Resource Program *** the Ministry of Education, Financial Services Division will:

   4.1 pay to the authority or agency responsible for the Provincial Educational Resource Program the approved costs of the educational program as determined by the Special Programs Branch of the Ministry of Education in consultation with the agency or authority.

4.2 recover from the Home District the local share of the Home District's average per pupil operating costs for each child placed in a Provincial Educational Resource Program by making an adjustment on the notice of final determination of budget of the Home District. (The Home District will not count the pupil in calculating instructional units.)

5. For each child who, in order to obtain educational services under this policy, is compelled to live away from the family home and is placed in a private home, the Ministry of Education will pay to the Home District boarding and transportation costs determined by the Special Programs Branch of the Ministry of Education in consultation with the Home District.

* Home District - the school district in which the child normally resides.

** Receiving District - the school district to which a child may need to move to participate in a suitable educational program.

*** Provincial Resource Program - these are educational programs which have been designated by the Ministry of Education as a Provincial Educational Resource (i.e. Jericho Hill School).

SCHOOLS DEPARTMENT CIRCULAR
NO. R66   80.10.16

FUNDING AND PLACEMENT POLICY PROCEDURES

SEVERELY HANDICAPPED CHILDREN

October, 1980

DISTRIBUTION: District Superintendents of Schools
Secretary-Treasurers
Ministry Officials

NATURE OF CIRCULAR: Procedural information

OF SPECIAL INTEREST TO: Directors, etc., of Special Education

Schools Department Circular R.65 dated 80.10.06, announced the new policy provisions concerning funding and placement for severely handicapped children.

Accompanying this circular is the detail of the procedures to be followed, together with a copy of the form to be used when requesting authorization prior to placement.

FUNDING AND PLACEMENT POLICY

SEVERELY HANDICAPPED

80.09.30

Procedures

1.0 According to the Funding and Placement Policy - Severely Handicapped Children the criteria for Provincial Resource Program designation will be:

1.1 The Program will provide service to children who are determined, through formal assessment and screening procedures, to be severely handicapped and are found in the low incidence handicap groupings:

1.1.1 Deaf
1.1.2 Blind
1.1.3 Multi-Handicapped
1.1.4 Severely Physically Handicapped
1.1.5 Autistic
1.1.6 Severely Mentally Retarded
1.1.7 Severely Learning Disabled
1.1.8 Severely Emotionally Disturbed

1.2 The region in which the program is located will have the capability to provide needed essential non-educational support services (from community agencies or other Ministries).

1.3 The program provides services to a significant number of children from other school districts or children who are non-residents according to the School Act and Regulations. This is to be determined in consultation with the Special Programs Branch of the Ministry of Education.

1.4 The program or the educational component of a program is operated under the authority of a local school district as set out in the School Act and Regulations.

1.5 The program will provide an educational service to a significant number of children from other school districts (determined in consultation with the Special Programs Branch) or children who are non-residents according to the School Act and Regulations and who are required to attend a Hospital located within a region due to:

FUNDING AND PLACEMENT POLICY

SEVERELY HANDICAPPED

80.09.30

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1.4 The program or the educational component of a program is operated under the authority of a local school district as set out in the School Act and Regulations.

1.5 The program will provide an educational service to a significant number of children from other school districts (determined in consultation with the Special Programs Branch) or children who are non-residents according to the School Act and Regulations and who are required to attend a Hospital located within a region due to:

1.5.1 Chronic health reasons resulting in specialist referral to a hospital for extended stay (over four weeks).

1.5.2 Severe health impairment resulting in specialist referral to a hospital for extended stay, i.e. major operations/treatment (over four weeks).

1.5.3 Chronic illness resulting in permanent hospital stay.

1.6 The educational component of a program operated under the authority of a local school district provide service to a significant number of children who would normally reside in other school districts but who have become official wards of the court for the purposes of program placement in programs operated by other Ministries, or children who have been placed in containment by the courts.

2.0 Receiving School Districts providing hospital programs which meet the criteria for provincial resource designation will be required to submit to the Special Programs Branch by October 1, 1981, (and each October 1 thereafter) data related to the number of children served, the per diem costs/child, the number of days attended and the home school district location.

3.0 Receiving School Districts providing designated Provincial Educational Resource Programs and therefore receiving funds according to the Funding and Placement Policy - Severely Handicapped will not be eligible for Special Education Approvals Funding for the designated programs.

4.0 Home School Districts sending children to designated Provincial Educational Resource Programs will not be eligible for Special Education Approvals Funding related to the provision of service to these children.

5.0 As a preliminary step to allow funding to proceed the attached programs are designated as Provincial Educational Resource Programs. This listing is not exclusive and as school districts present cases to the Special Programs Branch f[illegible] meeting the criteria they will be considered for inclusion in this special funding system.

6.0 In the event that placement of a child is required in another school district or a Provincial Educational Resource Program according to Funding and Placement Policy - Severely Handicapped Children:

6.1 The Home District (referring school district) will discuss possible placement with the Receiving district or the authority or agency responsible for the Provincial Educational Resource Program. Negotiations are the responsibility of the Superintendents involved.

6.2 The onus for providing the Receiving district or the Provincial Educational Resource Program with all pertinent information related to the child is on the Home District.

6.3 Should a decision be reached to effect the placement of the child in the Receiving district, or a Provincial Educational Resource Program, the Home district must provide the Receiving district or the Provincial Educational Resource Program with written confirmation from parents or guardians of acceptance of the placement decision.

6.3.1 The Home district must provide written confirmation from parents or guardians that they have the responsibility to locate adequate boarding home facilities in the Receiving district wherein appropriate supervision and adult support is given to the student and which has access to appropriate school bus transportation for the student and, if necessary, wherein specialized skills needed by the boarding home parents to adequately care for the student, are available.

6.3.2 The Home district must provide written confirmation from parents or guardians that they assume responsibility for ensuring that boarding home parents assume the full responsibilities of the natural parents in absentia in school matters, as they relate to parent-teacher conferences, attendance, problems, progress, and home-school communications.

6.3.3 The Home district must provide written confirmation from parents or guardians that they assume responsibility to make arrangements to provide the child with appropriate medical and dental care in case of emergency.

6.4 Prior to placement, the Home district must provide written confirmation of their responsibility to provide for the costs for boarding and transportation as determined in consultation with the Special Programs Branch.

6.4.1 The Home district must present anticipated costs for boarding and transportation to the Special Programs Branch for approval. Reasonable costs will be approved and the Special Programs Branch will notify the Financial Services Division of the Ministry of Education who will adjust the Notice of Final Budget Determination of the Home district.

6.4.2 The Home district will have the responsibility to clarify for the natural parents the financial arrangements related to accepted boarding and transportation costs.

6.4.2.1 The amount of payment authorized.

6.4.2.2 The method of payments.

6.5 The Home district has the responsibility for advising parents or guardians in matters pertaining to additional financial assistance required, but not covered by these procedures. Parents may have to be referred to the Ministry of Human Resources or the Department of Indian Affairs or other Ministries or Agencies. The same would apply to assistance in obtaining boarding homes in the Receiving school district.

6.6 The Home district will notify the Special Programs Branch of the names, birthdates, addresses, parents/guardians, type and severity of disability, and actual placement location and placement date immediately upon placement of a child in a Receiving district or a Provincial Educational Resource Program.

6.7 The Receiving district will submit a detailed statement of program costs per child to the Special Programs Branch for approval. Reasonable costs will be approved and the Special Programs Branch will notify the Financial Services Division of the Ministry of Education who will adjust the Notice of Final Budget Determination of the Receiving district.

6.8 It is suggested that the Home district confer with the local and regional inter-ministry children's committees prior to placement of child in a Receiving district or a Provincial Educational Resource Program.

6.8.1 To ensure, in cases which are solely dependent upon the provision of essential support services in the local or Home district, that all existing local services have been explored. This would apply in cases where the Home district can supply the needed educational program but is considering placement in another district because of a lack of local essential support services.

6.8.2 To ensure that essential support services are available and accessible in the Receiving district.

6.9 It is suggested that the Home district involve parents during all phases of the decision-making process as it affects their children.

6.10 It must be recognized that severely handicapped children who are "wards" of the Government may be placed in a Receiving district and hence become legal residents of that district.

Designated

Provincial Educational Resource Programs

* 1.	Jericho Hill School for the Deaf	Vancouver
* 2.	Youth Containment Centre	Burnaby
* 3.	Youth Containment Centre	Victoria
* 4.	Youth Containment Centre	Chilliwack
* 5.	Youth Containment Centre	Campbell River
* 6.	The Maples	Burnaby
* 7.	Gateway House	Delta
* 8.	Fitzwater School	Kamloops
* 9.	Overlander Training Centre	Kamloops
* 10.	Cedar Lodge	Duncan
* 11.	G. R. Pearkes Clinic	Victoria
* 12.	Eric Martin Institute	Victoria
* 13.	Vancouver School District Hospital Programs	Vancouver
* 14.	Regional Secondary Hearing Impaired	Burnaby
* 15.	Regional Educational Support Centre for Severely Learning Disabled Children	Kamloops
* 16.	Regional Educational Support Centre for Severely Learning Disabled Children	Chilliwack

* Funding Received for 80/81 budget year.

WD:jpw

** This form is to be completed by both the Home and Receiving School Districts involved with placement of severely handicapped children and must be submitted to the Special Programs Branch for authorization prior to placement.

MINISTRY OF EDUCATION

DIVISION OF PUBLIC INSTRUCTION

SPECIAL PROGRAMS BRANCH

FUNDING AND PLACEMENT - SEVERELY HANDICAPPED CHILDREN
(POLICY : 80.09.30)
SPECIAL PLACEMENT FORM

DATE ________________ HOME SCHOOL DISTRICT ________

A. Student Identification:

Name ______________________________

Birthdate ________________ Sex ________

Address ______________________________

Nature and Severity of Handicap ________________

____

B. Parent or Legal Guardian Identification:

Name: Mother ______________________________

Father ______________________________

Legal Guardian ______________________________

Address ______________________________

____

Telephone ______________________________

C. Present Program:

School/School District ______________________

Special Program/Services ______________________

____

____

____

D. Proposed Program/Placement:

School/School District ______________________

Special Program/Services ______________________

____

____

____

Rationale For Out Of System Placement ______________________

____

____

____

E. Placement Commitment Received:

Immediate ____________ Waiting List ____________

Other (explain) ______________________

____

____

Boarding/Accommodation:

A written confirmation from the parent/guardian for responsibility to locate adequate and controlled boarding home facilities must be provided by the Home School District and forwarded to the Receiving School District.

Completed _____ Not Completed _____

F. Boarding and Transportation Costs (Home School District):

The Home School District must provide to the Receiving School District written confirmation of their responsibility to provide for the costs of boarding and transportation.

Completed _____ Not Completed _____

Details of Projected Costs:

Boarding Costs/month _____ X _____ months = _____

Trans. Costs (Program)/month _____ X _____ months = _____

Trans. Costs (Home Visits)/month _____ X _____ months = _____

Total Boarding/Transportation Costs ____________

G. Program/Tuition Costs (Receiving School District):

The Receiving School District must submit a detailed statement of program costs per child to the Special Programs Branch for approval.

Example: Professional Staffing Cost ____________
Support Personnel Costs ____________
Equipment/Materials ____________
Program Transportation ____________
Teaching Supplies ____________
Cost - Total Program ____________

- $\frac{\text{Total Program Costs}}{\text{Number of Children}}$ = Cost/Child/Budget Year

- $\frac{\text{Cost Per Child Per Budget Year (12 Months)}}{\text{Number of Service Months/Child}}$ = Cost Per Child

H. Program/Tuition Costs - Hospital Programs (Receiving School District)

Number of Children Served ____________

Per/Diem Costs Per Child ____________

CHILD'S NAME	HOME SCHOOL DISTRICT	DAYS ATTENDED	PROGRAM COSTS (Per Diem X No. of days)
		TOTAL PROGRAM COSTS	____________

I. Effective Placement Date: ____________________

J. Placement Authorization/Approval:

Signature of Superintendent/District Superintendent of Schools:

Receiving School District ______________ S.D. ______
DATE ______

Home School District ______________ S.D. ______
DATE ______

Parent/Guardian Consent/Approval (Signature)
______________ DATE ______

Signature of Program Superintendent - Special Programs Branch - Ministry of Education
______________ DATE ______

- - -

Ministry of Education
Ministry Services Department - Financial Services Division
Schools Finance Section

FUNDING AND PLACEMENT POLICY - SEVERELY HANDICAPPED CHILDREN
SPECIAL FINANCIAL INSTRUCTIONS

Attention: Secretary-Treasurers

Funding and Placement - Severely Handicapped

Financial Instructions

Reference: Funding and Placement Policy
Severely Handicapped

1. Definitions

For the purposes of this instruction:

a) "Ministry" means the Ministry of Education.

b) "Full Approved Cost of the Education" means the amount approved by the Ministry as negotiated between the Ministry and the Receiving school district.

c) "Approved Boarding and Transportation Costs" means the lesser of the actual amounts paid to the parent or guardian, or the amount approved by the Ministry, for the board and lodgings and transportation of a child educated under this program.

d) "Local Share of Operating Costs" means the basic levy amount and excess over the basic education program amount payable by the district for the budget year, divided by the number of full time equivalent pupils enrolled in that district as at September 30 of the previous year.

2. Adjustments to Credit and Recover Costs

a. Full Approved Cost of the Education, and Local Share of Operating Costs

On the basis of pupil information provided by the Special Programs Branch, the Financial Services Division will calculate the amount due the Receiving district, and the amount to be recovered from the Home district, and adjust the operating grant on the notice of final determination prepared for the budget year. Wherever possible, the adjustment will be made in the budget year in which the school year ends.

b. Approved Boarding and Transportation Costs

(i) The Special Programs Branch will notify the Financial Services Division of the amounts approved under article 6.4 of the Funding and Placement Policy, Severely Handicapped, including the effective dates, rate, and number of months or days, as applicable, for each allowance.

(ii) Financial Services Division will credit the amounts due the Home district on the notice of final determination for the budget year in which the school year ends, except that approvals given after March 15 may be carried over for adjustment in the next budget year.

(iii) The Home district is responsible for notifying the Financial Services Division if an allowance was ceased prior to the end of the period originally negotiated and approved, or if the amount actually paid was less than the amount approved by the Ministry.

3. Payments to Parents or Guardians

Payments to the parent or guardian for boarding and transportation allowances are the responsibility of the Home district, and once approved, are to be made notwithstanding that the adjustment on the notice of final determination will be made in arrears. For example, boarding allowance approved for the school year commencing in September 1981 will normally be credited to the Home district in budget year 1982. It is expected that the Home district will not delay making payments to the parent or guardian pending receipt of the notice of final determination for 1982, but rather, will pay on the strength of the approval given under article 6.4 of the referenced policy.

4. Financial Reports

The Home district may be required to submit a certified statement of the payments actually made for boarding and transportation costs, or such other information with respect to costs incurred under this program, as considered necessary by the Ministry.

Province of British Columbia

MEMORANDUM

To: Mr. W. Desharnais
Program Superintendent
Special Programs Branch

Date: November 24, 1980

Your File: G-47-1

From: Mr. G. Gamble
Director, Schools Finance
Financial Services

Re: Funding and Placement Policy -
Severely Handicapped

Further to our recent discussion on this matter, I wish to confirm that there is no need for the "home" district to include any children covered by the above policy, in their pupil count.

When Schools Finance is notified, we will make the necessary paper entry and charge the "home" district for the appropriate costs. However, in the subsequent year, this amount will be picked up and included in that district's basic programme. The effect of this, therefore, is to negate the original charge.

If you receive any other questions on this matter, Mr. Rudosky or myself would be pleased to answer them for you.

GG/lm

cc: Mr. J. R. Fleming

SCHOOLS DEPARTMENT CIRCULAR
NO. R64 80.09.25

BRAILLE INSTRUCTION COURSE 1980/81

SEPTEMBER 1980

DISTRIBUTION: District Superintendents of Schools
Superintendents of Schools

A braille instruction course will be offered by the Canadian National Institute for the Blind, B.C. Yukon Division, for the school year 1980/81. The program is being funded by the British Columbia Ministry of Education and intended to assist teachers and aides working with visually impaired braille using students. A copy of the program with application forms is attached.

The course can be taken either by correspondence or through lectures given at the Canadian National Institute for the Blind, Vancouver office, 350 East 36th Avenue, Vancouver, B.C. V5W 1C6. For itinerant teachers, classroom teachers and teacher aides employed by school districts in British Columbia, there is no course fee. Participants, however, have to provide their own equipment, (e.g. a Perkins Braille Writer) and some course materials listed in the enclosed brochure.

You are requested to encourage teachers and aides providing instruction and assistance to blind students but lacking braille skills to take advantage of the program. The literature and experience strongly suggests that these personnel should have competency in braille reading and writing.

Applications should be completed and returned to the following address as soon as possible:

Transcription Services
Canadian National Institute for the Blind
350 East 36th Avenue
Vancouver, B.C.
V5W 1C6

For further information please contact:

Mr. Edward Y.P. Lau
Provincial Coordinator of the Visually Impaired
Ministry of Education
Special Programs Branch
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

Telephone: 278-3433

BRAILLE COURSE FOR EDUCATORS OF THE VISUALLY IMPAIRED

1980 - 1981

Funded By
SPECIAL PROGRAMS BRANCH
DIVISION OF PUBLIC INSTRUCTION
MINISTRY OF EDUCATION
PROVINCE OF BRITISH COLUMBIA

Offered By
The Canadian National Institute for the Blind
Vancouver, British Columbia

This course is funded by the Ministry of Education, and is being offered for the year 1980/81, by the Transcription Services Department, Canadian National Institute for the Blind, British Columiba, Yukon Division, 350 East 36th Avenue, Vancouver, B.C., V5W 1C6. Telephone number: 321-2311. Toll-free line: 112-800-663-9444.

Instructor: Linda Evans, B.A., P.B.

OBJECTIVE:

To offer a course of instruction in the knowledge of braille transcribing to itinerant teachers of visually impaired students, classroom teachers and teachers' aides involved in providing support services to visually impaired students in school districts in the Province. It is designed to enable teachers to become proficient in Grade Two braille. It is not designed to prepare teachers to instruct students in reading and writing braille.

OUTLINE OF COURSE:

The course will run for 24 weeks. The outline includes:

(a) Alphabet
(b) Contractions and Abbreviations
(c) Numbers
(d) Punctuation
(e) Foreign Language Accent Signs
(f) General format of tests and teacher-made materials.

Instruction involves transcribing from print into braille on the Perkins Braille Writer and proofreading braille material.

The course can be taken either by correspondence or through evening lectures at C.N.I.B. in Vancouver.

(a) Correspondence:

Students are expected to submit exercises regularly for correction. It is expected that students would practise with the assigned exercises on a regular basis.

See further details on Page 3. of this brochure.

(b) Lecture course:

An early evening lecture course at the CNIB - 350 East 36th Avenue, Vancouver, British Columbia, will be organized if there is sufficient demand. Those interested should apply by September 22, 1980.

Upon completion of this braille transcribing course the student will be eligible to apply for certification in the literary braille code.

Certification Procedure:

Certification as a braille transcriber is offered by the National Library of the CNIB and is comparable to that offered by the Library of Congress in the United States. To certify as a braille transcriber, a student is required to:

(a) Write an open book examination within one week of receiving the examination with 90% accuracy (10 demerits).

(b) After successful completion of the examination and within three (3) months, braille a volume consisting of a minimum of 60 pages of literary braille with less than 30 demerits.

Registration:

Please complete the enclosed Registration Form and mail it to Transcription Services, Canadian National Institute for the Blind, 350 East 36th Avenue, British Columbia, V5W 1C6, on or before September 22, 1980.

Correspondence Course:

This course is available to those living outside the lower mainland area. The student is required to do an exercise to be submitted for correction each week.

COURSE FEES

For itinerant teachers, classroom teachers and teachers' aides employed by a school board in British Columbia, there is no course fee as the course is sponsored by the Special Programs Branch, Ministry of Education.

EQUIPMENT:

Perkins Braille Writer — Please note that the student is required to supply his/her own braille writer.

REQUIRED TEXTBOOKS & SUPPLIES

Please see Registration Form for list and prices.

BRAILLE COURSE FOR EDUCATORS OF THE VISUALLY IMPAIRED

1980 - 1981

REGISTRATION FORM

______ Correspondence Course

______ Lecture Course

NAME ______________________________

ADDRESS ______________________________

POSTAL CODE ____________ PHONE NUMBER (res.) ____________

MAILING ADDRESS (Please indicate where you wish braille mailed)

____

____

NAME OF SCHOOL ______________________________

ADDRESS ______________________________

POSTAL CODE ____________ PHONE NUMBER ____________

POSITION (one)
____________ Itinerant Teacher
____________ Classroom Teacher
____________ Teacher's Aide
____________ Other (specify)

Are you presently working with a braille using student?

YES ____________ NO ____________

FEES: For itinerant teachers of visually impaired students, classroom teachers, teachers' aides employed by a school board in B.C., there is no course fee as it is sponsored by the Ministry of Education, Special Programs Branch.

(over)

ITEMS ORDERED (please tick items that you wish to order)

			Office Use Only
English Braille American Edition	$ 2.40	____	
Instruction Manual for Braille Transcribers	$ 8.70	____	
Supplementary Drills	$ 3.20	____	
Websters New World Dictionary	$ 1.95	____	
Code of Braille Textbook Formats and Techniques, 1977 (optional)	$13.20	____	
Line Scale	$ 8.65	____	
Page Line Guide	$ 2.15	____	
Braille Paper (11' x 11", 5 lb. box)	$ 3.25	____	
TOTAL		$____	

Make payment, cheque or money order, payable to:

THE CANADIAN NATIONAL INSTITUTE FOR THE BLIND

Amount Enclosed: $____________

Signature ______________________ Date ______________

SCHOOLS DEPARTMENT CIRCULAR
NO. R60 80.09.04

ADMINISTRATION OF MEDICATIONS

DISTRIBUTION: Secretary-Treasurers
District Superintendents of Schools
Ministry Officials

NATURE OF CIRCULAR: Advisory

This circular indicates, for the guidance of all boards and teachers, the policy the Ministry feels should be in effect in each district with respect to the supervision or administration of the taking of medications by students while actually attending school.

The Ministry is aware of a legitimate concern on the part of teachers who are involved in the administration of medications to children, either directly or by supervising self-administration.

Consultation with staff in the Ministry of the Attorney-General, I.C.B.C., and the Registrar of the College of Physicians and Surgeons has indicated that the policy offers appropriate guidance to teachers so that the health of the children will be protected and the concern of the teachers alleviated.

RECOMMENDED POLICY

EXCEPT IN EMERGENCY SITUATIONS, teachers should administer (or supervise the self-administration of) medications to pupils only if the following conditions are met:

1. The medication is required while the child is attending school.
2. A parent has requested the school's assistance and has signed a release concerning administration by the teacher.
3. Written authorization has been received from an attending physician.
4. The Public Health Nurse has been informed so that she may complete a Medic Alert Card.
5. The teacher has received adequate instructions from the Public Health Nurse concerning the administration of the medication.

SPECIAL NOTES:

1. To teachers:

Teachers should be aware that they have a "duty of care" under common law. If, therefore, a teacher is aware that a medication must be administered while a child is in school, he should take immediate steps to implement the above procedures. Until these can be arranged, medications should not be administered by teachers even though this may result in a child being absent from school for a few days. The parents should be informed, if necessary, that the school cannot accept this responsibility, in the interests of the health and safety of the child, until proper arrangements are made for whatever medical authorization, instructions, and supervision are required.

2. To superintendents:

The Ministry suggests that you place the foregoing policy in effect as an administrative directive until your board can consider a policy resolution. You may wish to distribute copies of this circular to all schools with such a directive.

SCHOOLS DEPARTMENT CIRCULAR
NO. R59   80.09.04

ORIENTATION AND MOBILITY INSTRUCTION FOR VISUALLY IMPAIRED STUDENTS

DISTRIBUTION: Secretary-Treasurers
District Superintendents of Schools
Superintendents of Schools

The Ministry of Education is establishing a program to provide orientation and mobility training to eligible visually-impaired students in the school districts of the Province. The training will be given by qualified orientation and mobility instructors employed by the Canadian National Institute for the Blind under a contract signed between CNIB and the Ministry of Education for the year 1980/81.

School district should follow the guidelines below in order to receive service provisions:

1. *Eligibility of Pupils:*

   The child must be in attendance and be in the age range of 4.8 to 19.0 years and must be legally blind, either registered with, or eligible for registration, with the Canadian National Institute for the Blind.

2. *Procedures:*

   (a) *Name(s) of eligible students should be submitted by the Superintendent on the attached form (Orientation and Mobility Form A) with the related information to the Provincial Coordinator of the Visually-Impaired, Special Programs Branch, Ministry of Education, 7451 Elmbridge Way, Richmond, B.C., V6X 1B8.*

   (b) *In school districts where Itinerant or Resource Teachers of Visually-Impaired students are employed, a description of the students' needs in orientation and mobility and recommendations should be attached to the list. (Orientation and Mobility Form B should be used.)*

   (c) *School districts will be notified of the commencement of instruction as soon as needs are established and scheduling is completed.*

School districts should be aware that orientation and mobility is an important skill for visually-impaired children. The skill, however, cannot be acquired through formal instruction only. It is a skill, like many other subject area skills, that requires practise in school related activities, eg., in the Physical Education, Home Economic classes, while making trips to the library, washrooms, school cafeteria, etc. Much of the practise can be supervised by the Itinerant, Resource or regular class teachers. The orientation and mobility instructor, therefore, performs two major functions - one in which he provides direct instruction to the student, and the other in which he provides consultation to the itinerant, resource and regular class teachers so that follow-up support may be given.

Because of the diverse geographical locations of school districts in B.C., it is not possible for all eligible students to be given instruction at the same time. Priorities will be given to those students who demonstrate a more urgent need for the instruction. Your cooperation is requested to assist us in establishing priorities and in scheduling the instruction with the least interruption of the students' regular school program.

For further information please contact:

Provincial Coordinator of the Visually Impaired
Special Programs Branch
Ministry of Education
7451 Elmbridge Way
Richmond, B.C.
V6X 1B8

Telephone: 278-3433, local 242.

All superintendents are requested to bring this circular immediately to the attention of all school principals who may have visually impaired students in their school.

MINISTRY OF EDUCATION
DIVISION OF PUBLIC INSTRUCTION
SPECIAL PROGRAMS BRANCH

ORIENTATION AND MOBILITY FORM "A"

TO: PROVINCIAL COORDINATOR OF
THE VISUALLY-IMPAIRED,
SPECIAL PROGRAMS BRANCH,
MINISTRY OF EDUCATION,
7451 ELMBRIDGE WAY,
RICHMOND, B.C.
V6X 1B8

Orientation and Mobility Instruction

Eligible Students

The following pupil(s) is/are eligible for Orientation and Mobility instruction in accordance with guidelines set by the Ministry of Education.

NAME	DATE OF BIRTH	SCHOOL	GRADE	* CNIB REGISTRATION NUMBER
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Signed ______________________
DISTRICT SUPERINTENDENT OF SCHOOLS
School District No. (   )

School District Contact Person:
Name: ______________________
Title: ______________________
Phone No: ______________________

* If student is not registered with CNIB a medical certificate must be submitted to indicate that the student is legally blind.

CONFIDENTIAL

MINISTRY OF EDUCATION
DIVISION OF PUBLIC INSTRUCTION
SPECIAL PROGRAMS BRANCH

ORIENTATION AND MOBILITY FORM "B"

Orientation and Mobility Instruction
Information Regarding Student

NAME OF STUDENT: ____________ DATE OF BIRTH: ____________ YR. MO. DAY

SCHOOL ATTENDED: ____________

GRADE: ____________ (as of June 1980)

PARENTS/GUARDIAN: ____________

HOME ADDRESS: ____________ TELEPHONE ____________

A. GENERAL

Degree of Vision:
☐ totally blind
☐ guiding vision
☐ low vision

Basic Orientation Skills:
☐ good
☐ fair
☐ poor

Family Involvement:
☐ available
☐ not available

Status: (Sept.1980)
☐ last school year (e.g. Grade 12)
☐ transfer from elementary to secondary
☐ transfer from kindergarten to elementary

Basic Mobility Skills:
☐ pre-cane
☐ uses cane

B. DESCRIPTION OF STUDENT'S SPECIAL NEEDS:

____

____

____

C. RECOMMENDATIONS:

____

____

Signed:
Name of Teacher: ____________
Position: Itinerant/Resource/
Regular Class Teacher
School District No. ____________ (   )

ANNOUNCEMENTS CIRCULAR
80.08.29

IN-SCHOOL STUDENTS TAKING CORRESPONDENCE COURSES

AUGUST 1980

DISTRIBUTION: Secretary-Treasurers
District Superintendent of Schools
Ministry Officials
Miscellaneous
All schools

OF PARTICULAR INTEREST TO: School Principals (items 1 - 3) and
District Credit Allocation Plan Coordinators (item 3)

A few months ago, the Director of the Correspondence Education Branch wrote to all District Superintendents and Superintendents of Schools with reference to students in school taking correspondence courses from the Ministry's Correspondence Education Branch. The memo outlined some changing procedures and indicated that the Director would be seeking the cooperation of school principals in improving correspondence course services to students. The Director was pleased with the positive response from Superintendents to his memo. The attention of principals, therefore, is directed to the following:

1. School Contact Person

Each year, many in-school students enrol with the Correspondence Education Branch for courses they are unable to take in their schools. Providing such a service is one of the mandates of the Branch and one in which the Branch would like to improve its services. While some students are quite successful in completing correspondence courses, a number are not. Part of the problem associated with the unsuccessful group is the time lag between registration and receiving of course papers and between completion of course papers and the return of marked papers. Through the streamlining of registering and mailing procedures, the Branch is attempting to do something about this aspect of the problem.

Another factor contributing to the problem lies in the very nature of education by this instructional mode. The student is working on her/his own without the motivation provided by regular teacher contact. This, of course, is an area where the Branch needs the assistance of the school. The Branch believes that the school should have one teacher designated by the principal as the on-site person responsible for correspondence students. Where, in the past, schools have designated such a contact person, the Branch has found that students were generally successful. The Branch sees the duties of a contact person to include: the authorizing of registration; the logging of papers out and in; the receiving of reports from the Branch; the arranging for examinations; the assisting of students with work organization; and the offering of encouragement to students. The contact person would be the person who the Branch contacts at the school and, in turn, the person who contacts the Branch whenever the need arises.

In this regard, then, the Director of the Correspondence Education Branch would be pleased to hear from principals of schools in which students will be enrolled in correspondence courses, naming the person designated as the contact person for that school.

2. Fees

The Ministry has decided that effective the school year 1980-81, registration fees will no longer be charged for school-age students taking correspondence courses from the Correspondence Education Branch. This, of course, puts greater responsibility on the school in determining the appropriateness of a student taking one or more correspondence courses while enrolled in the school. The Branch will not enrol any in-school student whose registration has not been authorized by the principal or designate (school contact person).

3. Textbooks

In an attempt to eliminate any delays in correspondence students receiving required textbooks, the Publication Services Branch will automatically send textbooks, if required for a course, to the student care of the school as soon as the student's registration has been accepted. The texts will be charged against the Credit Allocation for the District and the District, in turn, may keep the texts or return them for credit when the student has completed the course or terminated his/her registration. The Publication Services Branch will "carry" any overrun on the District's Credit Allocation which is the direct result of registration of bona fide correspondence students.

SCHOOLS DEPARTMENT CIRCULAR
NO. R54 80.05.27

CURRICULUM DEVELOPMENT IN SPECIAL EDUCATION

MAY, 1980

NATURE OF CIRCULAR: Information and Progress Report.

OF SPECIAL INTEREST TO: Special Education staff; principals; district educational staff.

The Ministry of Education described in its Guide to the Core Curriculum (1977) those goals and learning outcomes "generally accepted as fundamental or basic to the education of all children and youth" in British Columbia. In the same publication, the Ministry indicated its awareness that this Core Curriculum might require some modification/adaptation to best meet the needs of atypical learners.

The Division of Public Instruction has been re-examining the role of the Special Programs Branch in the area of curriculum development. This re-examination has involved a review within the branch, dialogue with members of its various committees, and with personnel of the Curriculum Development Branch. It has been decided that all future curriculum development activities in Special Education will be under the direction of the Curriculum Development Branch.

The management of curriculum development in Special Education will follow the process as outlined in the document Curriculum Planning 1979. This process will become the responsibility of curriculum development specialists with consultation, advice, expertise and knowledge related to meeting the needs of exceptional children being provided by input from within and without the Special Programs Branch.

The importance of a structured approach to curriculum development in Special Education cannot be overemphasized. There is a recognition within the Division of Public Instruction of the urgent demand from the field for guides, resource books and other curriculum material.

Special Programs Branch staff will cooperate with the field and with the Curriculum Development Branch in developing priorities for new curriculum projects. We are convinced that a more systematic approach will reap greater benefits than a reactive approach.

The Curriculum Committees in place will continue with their work until the end of the 1979-80 school year. Their short-term goals will be to complete activities already in progress, and to prepare for the transfer of the direction of these activities to the Curriculum Development Branch. It is expected that a detailed review of committee membership and structure will be completed during the summer of 1980.

Enquiries to the Ministry concerning this circular should be made directly to Mr. Carl Daneliuk, Senior Superintendent, Division of Public Instruction, Ministry of Education, Parliament Buildings, Victoria, telephone 387-5902.

SCHOOLS DEPARTMENT CIRCULAR
NO. R53 80.05.26

PAYMENT OF GRANTS ON BEHALF OF MENTALLY RETARDED CHILDREN

MAY, 1980

The Ministry of Education 108th Annual Report, 1978/79 is now the latest report for computing grants on behalf of mentally retarded children. On page 157 it is noted that the operating cost per pupil for the year on daily average attendance is reported as $1,969.78. One hundred and fifty per centum of this amount is $2,954.67; seventy-five per centum is $1,477.34. These, therefore, are the amounts referred to in Clause "j" of subsection 1 of Section 160 of the Public Schools Act and are effective on September 1, 1980.

SCHOOLS DEPARTMENT CIRCULAR
NO. R51 80.04.30

CHILD ABUSE AND NEGLECT INVESTIGATIONS AND APPREHENSIONS ON SCHOOL PROPERTY

The following statement is being released jointly by the Ministries of Education and Human Resources to further clarify policies and procedures related to child abuse and neglect.

1. Procedures outlined in the manual "CHILD ABUSE/NEGLECT POLICY HANDBOOK" for reporting suspected child abuse and neglect appear to be generally adequate. Nevertheless, questions have arisen concerning situations in which Ministry of Human Resources staff receive information pertaining to child neglect from sources other than school staff and they arrive at the school to interview or to apprehend a child. Some school staff have asked for guidelines concerning policy and procedures to be followed when such occasions occur.

2. It is requested that the Superintendents of Schools and Ministry of Human Resources Regional Managers meet to establish local procedures acceptable to both the school personnel and Ministry of Human Resources personnel. Should there be any difficulties in developing procedures satisfactory to both parties, these are to be brought to the attention of Hugh Saville, Executive Director, Ministry of Human Resources, Parliament Buildings, Victoria and Wayne Desharnais, Program Superintendent, Special Programs Branch, Ministry of Education, Parliament Buildings, Victoria, B.C.

SCHOOLS DEPARTMENT CIRCULAR
NO. R49 80.04.21

RE: "PROGRAM CHANCE" - REHABILITATION RESOURCES FOR HANDICAPPED CHILDREN

APRIL, 1980

The following policy statement is being released jointly by the Ministries of Education and Human Resources to clarify the intent and implementation of the CHANCE program.

1. The purpose of the CHANCE program is to provide support services within schools to children with severe mental and/or physical handicaps.

2. Children who require support due to behavioral, emotional or social problems are not appropriate referrals to the CHANCE program, but may be eligible for inclusion in other programs offered by the Ministry of Education and/or Human Resources.

3. Support services are provided by a "personal attendant" to children who require assistance in the classroom with such activities as feeding, mobility, positioning, toileting and medication. Services do not include tutoring or duties which relate wholly or primarily to education or behaviour management.

4. Wherever possible, services are to be provided by one attendant to groups of not less than four and not more than twenty children. Under exceptional circumstances, a Regional Manager may approve groupings of less than four children. Such exceptions will only be made in school districts where there are insufficient numbers of children in need of service.

5. Children with severe mental and/or physical handicaps, presently not receiving adequate support services in the classroom, may be eligible for inclusion in the CHANCE program. However, existing resources provided by local school districts are not to be withdrawn or curtailed.

6. In some areas, children with severe mental and/or physical handicaps have been receiving support services within the classroom from a Special Services to Children worker employed by a society. These contracts are to be terminated as soon as possible, but no later than June 30, 1980, and replaced by the CHANCE program. Staffing decisions will be made by the local school district in consultation with the Ministry of Human Resources.

7. Programs currently funded under Rehabilitation Resources, but which meet CHANCE criteria, will be transferred to CHANCE as soon as possible, depending on the contractual arrangements existent in each school district.

8. Policy and procedures pertaining to contractual arrangements, screening, hiring, monitoring, etc., remain as outlined in the Ministry of Human Resources' Policy and Procedures Manual, Volume 2, Section 7, dated September 1979, and the Ministry of Education's Schools Department Circular R-44, dated September 26, 1979.

John Noble
Deputy Minister,
Ministry of Human Resources.

Walter G. Hardwick
Deputy Minister,
Ministry of Education.

March, 1980

MINISTRY OF EDUCATION

ADMINISTRATIVE POLICY FOR STUDENT TRANSPORTATION

GENERAL

1. These policies are not new. They are a consolidation for convenience, and are aimed at avoiding any misunderstanding which may have arisen in relation to student school busing services or Transportation Assistance Grants.
2. Provincial legislation with respect to the operational costs of conveyance (school busing) and/or defraying the costs of conveyance through Transportation Assistance is found in the following sub-sections of Section 160 of the Public Schools Act: (1)(e), (1)(e1), (1)e2), (1)(f), (1)(f1), (1)(g), (3).
3. The following Public Schools Act Regulations also apply to operating costs. No. 124, 124A, 125, 126, 127, 128, 129. The authority for these Regulations is found under Section 187.
4. Provincial regulations with respect to capital expenditures, which applies to the purchase of school buses, are governed by the provisions of Section 190 of the Public Schools Act and Section 133 of Public Schools Act Regulations.
5. In addition, Section 121(1) and 121(2)(c), which deal with attendance at school also deal peripherally with student transportation in that, under certain circumstances, the absence of school busing services and Transportation Assistance can be used as a legitimate exemption to prosecution for the non-attendance of a student at school.
6. In accordance with these provisions of the Public Schools Act and the Public Schools Act Regulations, the Ministry of Education has developed a number of administrative policies which are used in determining whether the general policy provisions of the Act have been complied with. They are as follows: -
7. Operational Costs
   Bus Approval (Section 124 P.S.A. Regulations)
   (a) Bus route approval the cost-sharing is not automatic. The following criteria are applied:
      (1) Elementary pupils (Grade 1 to 7) should not be carried for a period in excess of one-half hour per trip, where possible. It is recognized that this will be necessary in some instances.

(2) Secondary pupils (Grade 8 to 12) should not be carried for a period in excess of one hour per trip. It is also recognized that periods in excess of one hour may be necessary in some instances.

(3) School buses will use the shortest possible routes to convey pupils and will make the minimum number of necessary stops en route.

(4) Walk limits to determine eligibility for grants are as established under Regulation 129 of the Public Schools Act.

(5) Pupils attending Public Schools are conveyed to the schools closest to their homes, provided that in Grades 1 to 7 there are approximately 60 pupils available and that in grades 1 to 6 there are a minimum of 30-40 pupils.

(6) All grade 1-12 pupils living within two miles of the nearest bus stop will walk to that bus stop. The Ministry of Education will not share in the cost of bus route extensions of less than two miles.

(7) The conveyance of physically handicapped and kindergarten pupils is eligible for provincial grants in accordance with regulations, regardless of "walk limits".

(8) Bus routes may be extended to any point, even if only one pupil is involved. Eligibility for grant purposes will, however, be based in respect to the additional mileage involved, upon the lesser of:

    (a) the mileage rate applicable to the school district concerned, or

    (b) the Transportation Assistance grant amount.

(9) Although school busing and transportation are usually provided only within school districts, the Act (Sec. 160(1f) does allow for inter-district busing. In case of any doubt concerning authority, or eligibility for grants, telephone or write the Ministry.

(10) Transportation Assistance to individuals may be provided to the parents of students attending Public Schools, in accordance with P.S.A. Regulation 126.

7. (b) Non-Public Schools:

Clauses (1) to (8) of paragraph 7(a) apply to Non-Public Schools. Note that the mention of Transportation Assistance in paragraph 7(a) 8(b) refers only to the method of calculating shareable mileage. Transportation Assistance is not payable for Independent school pupils.

8. Conveyance other than by Bus or Car

Conveyance other than by bus or car is covered under Section 181(3) of the Public Schools Act and Regulation 127. Amounts will be established in accordance with Ministry policy in each case.

9. Conveyance for purposes other than to and from School and place of Residence.

The cost of conveyance for purposes other than transporting students to and from their place of residence and the school attended should not be included in Section E-1 and E-2 of the budget.

10. Conveyance to and from Independent Schools

Conveyance of pupils attending Independent Schools will be subject to the conditions above. Route extensions to serve Independent Schools will be considered eligible for cost shared grants on the same basis as regular bus routes. Routes specifically established for Independent School students will be assessed on the basis of lesser cost of busing or Transportation Assistance except that the Transportation Assistance factor will be used only to facilitate the cost sharing calculation and will not entitle Independent School pupils to Transportation Assistance.

11. Independent School pupils will only be entitled to ride where the principal of the institution concerned has satisfied the requirements of P.S.A. Section 160(3) by providing the Public School Board concerned with statement confirming that, in fact, the non-public school is conducting courses prescribed by Public Schools Act Regulations.

Transportation-Physically Handicapped Students

12. Normal walk limits under Section 126 do not apply to handicapped students. When it is necessary for the Board to hire a special wheelchair equipped vehicle or taxi for non-ambulatory students it should apply for grant eligibility. The Ministry of Education will deal with each case individually and may share in up to 75% of the cost for the special vehicle.

Capital Costs

13. Ministry staff is prepared to recommend proposed capital costs as necessary and essential and eligible for grants only if the requirements of P.S.A. Regulation 133 are met. These require that no expenditure for the purchase of a motor vehicle by the Board of a school district is eligible for capital grant payments under Section 190 of the Act unless:

(a) tenders stating the specifications of the vehicle have been called for, and

(b) a summary of the tenders has been submitted to the Ministry for approval of the shareable capital expenditure before the purchase is made.

14. The eligibility for capital grants for school buses is limited by the "Manufacturer's Rated Capacity" table contained in P.S.A. Regulation 133.

Note:

The conveyance of pupils who do not meet the requirements of Regulation 129 (walk limits) may result in the rejection of requests for the approval of additional or larger vehicles for capital grants if, because of the presence of such pupils the capacity of existing buses is being exceeded.

General Note:

15. The above does not restrict the right of a Board to establish and operate bus routes in compliance with Board powers under the Act. These procedures and policies are applicable solely to the determination of the eligibility of costs for inclusion under Section 181(3) and 187 of the Public Schools Act.

SCHOOLS DEPARTMENT CIRCULAR
NO. R47 79.12.10

CONDUCT OF SURVEYS IN THE SCHOOL SYSTEM BY OUTSIDE AGENCIES

DECEMBER, 1979.

A number of organizations and individuals approach school districts seeking permission to undertake research surveys with central office personnel, principals and groups of teachers. Often these requests, usually directed to the School Superintendent, indicate that Ministry officials are aware of the proposed study. This practice has created confusion as to what the Ministry really endorses, and what is simply another request to supply data.

Naturally, school district officials are free to respond to these requests for survey completion in any appropriate way. However, in an effort to clarify the Ministry's position, it can be assumed that surveys which are sent to school districts and which are supported by the Ministry will be specifically identified by a Ministry official in writing. Reference to informal or, indeed, formal contact with Ministry officials is no substitute for a specific written endorsation by a Ministry official.

SCHOOLS DEPARTMENT CIRCULAR
NO. 106 79.11.29

CHILD ABUSE/NEGLECT

NOVEMBER 1979

The July 1979 Child Abuse/Neglect Policy Handbook provides comprehensive information on policy and resources in this area. The Handbook should be consulted for further details and for information on the involvement of other Ministries and professionals.

Role of School District Superintendent

It is the duty of the District Superintendent of Schools to ensure that procedures are set forth and followed whereby any suspected case of child neglect and/or abuse will be investigated and resolved.

Role of the School and Teacher

Schools play a unique role in the identification and reporting of neglected and abused children. For many children between the ages of 6 and 17, the school is often the only resource that will be able to see if children are in need of protection. Many children in schools have injuries (physical or emotional) that go undetected unless there is an awareness of indicators. In 1974, in British Columbia over 65% of reported abuse and neglect cases were school-age children. The school is often the only place a child feels safe and where it is possible for a child to have a sustained relationship with his peers and teachers.

Teachers are in a position to have children confide in them and discuss their family situations. If a child or adolescent tells a teacher something that is indicative of child abuse or neglect, the teacher should listen. Regardless of how uncomfortable the teacher may be in this role, children need to be reassured that someone cares. Known abused children should be given additional attention when possible. Abused and neglected children have many special physical and emotional needs. In secondary schools, counsellors or other teachers may be told by students of sexual abuse, especially incest. It is again crucial that these children are heard and appropriate action taken.

Only by identifying these children and by subsequent reporting can successful intervention occur to assist parents in changing their abnormal child-rearing practices. If there is no intervention, a child's life may be at risk. An abused child is likely to become an abusive parent. Parenting is learned in one's own family. From the available research today, a high percentage of abusive parents were abused themselves. Only intervention can break this cycle of physically and emotionally damaged children.

Reporting Mechanisms

Each teacher or counsellor who entertains a reasonable suspicion that a child is being neglected or maltreated shall immediately inform the local Ministry of Human Resources office and their school principal. Telephone referral followed by a referral card* is the most effective form of reporting. Immediate telephone referral must be made in cases of emergency.

Each principal who receives information from a teacher indicating a suspicion of neglect or maltreatment of a child shall assist the teacher in reporting the incident to the local Ministry of Human Resources office and shall ensure that the Public Health Nurse is contacted.

* Cards are being provided to each school for the reporting purpose. Further cards may be obtained from the local Human Resources office. (H.R. 1215)

The Law which Applies to Children in Need of Protection

Note: In this section, "Superintendent" means "Superintendent of Child Welfare."

Protection of Children Act - R.S.B.C. 1960 - Chapter 303 - Section 7 (as amended)

(2) Every person who has reasonable grounds for suspecting that a child:

a) has been or is being abandoned, deserted, or maltreated; or
b) is otherwise in need of protection,

shall, not withstanding any claim of confidentiality or privilege that may exist or be made,

c) forthwith make a complete report of the circumstances to the Superintendent; and
d) where subpoenaed and called to give evidence in a proceeding, give such evidence of the circumstances as the court may require.

(3) Where a family advocate appointed under the UNIFIED FAMILY COURT ACT, suspects that a child:

a) has been or is being abandoned, deserted, or maltreated; or
b) is otherwise in need of protection,

he may request any person who he believes has information relevant to the matter to make a complete report of the information to him, and on the receipt of the request of the family advocate, the person shall forthwith make the report.

(4) The Superintendent and the family advocate are entitled, on request, to a copy of any report made under subsection (2) or (3).

(5) No person is liable for any loss or damage suffered by any person by reason only of making or providing, in good faith, a report under subsection (2), (3), or (4).

Responsibility to Report

Each person should know that he/she has a legal as well as a moral obligation to report any suspected case of abuse or neglect. A person who reports a suspected case in good faith does have protection from civil and criminal liability. Anyone who does not report is liable to a fine not exceeding $2,000.00 and/or six months imprisonment under the Summary Convictions Act.

SCHOOLS DEPARTMENT CIRCULAR
NO. R46 79.11.27

ADMISSION OF NON-CANADIAN STUDENTS

NOVEMBER, 1979

British Columbia has no specific authority to rule on the eligibility of a non-Canadian student to attend a public school unless the Province enters into an agreement with Canada under the provisions of the laws of Canada governing immigration. Unless such an agreement is entered into, the responsibility lies, under the provisions of the Public Schools Act, with the Boards. Admission to Canada is, of course, the responsibility of the Federal Government. However, we have been advised that, if a person possesses a document admitting him to any school, it is virtually impossible to prevent his entry if he meets a few other requirements.

In view of this, the Minister has asked that this circular be issued for the guidance of, and consideration by, all Boards:

1. It is the view of the Ministry that our public schools exist for the education of children resident in British Columbia. In general, therefore, we should not encourage other children to enrol in our schools.
2. The Ministry recognizes that there may well be circumstances which Boards will feel justify an exception to the above. Boards have the power to make such an exception. Included in these circumstances could be such examples as:
   (a) pupils participating in a recognized student exchange program such as that operated by Rotary International;
   (b) a close relative or friend of a family resident in the district who is visiting the family for some limited period of time.
3. The Ministry feels, however, that the admissions must be controlled by the Boards, and recommends strongly that a general policy be adopted. In addition, appropriate instructions should be issued that written acceptance of an admission is to be given only by the District Superintendent of Schools or, if the Board has ruled on an individual case, by either the District Superintendent or the Secretary-Treasurer.

All Districts will be notified by circular if any agreement between British Columbia and Canada changes the position taken in the circular.

SCHOOLS DEPARTMENT CIRCULAR
NO. R45 79.11.26

BOARDING ALLOWANCES AND TRANSPORTATION ASSISTANCE GRANTS

NOVEMBER, 1979

Boarding Allowances

1. Effective 80-01-01, Boarding Allowance rates will be increased to $150.00 per student, per month, from the current figure of $100.00 per student, per month. Queries should be directed to the Division of Financial Services, Schools Finance, in Victoria.

Transportation Assistance Grants

2. Effective 80-01-01, Transportation Assistance Grants will be increased to a daily maximum cost-shared grant of $6.30, based on 30 cents per student, per day, plus 20 cents per mile, or 12 cents per kilometre. Eligibility will be based on normal walk limit criteria as outlined in Public Schools Act Regulation 129.

3. The attached table shows the rate structure for Transportation Assistance Grants and should be used as a guide when preparing Form T5 (Application for Approval Pursuant to Section 190 - Public Schools Act (Transportation Assistance)). Any queries should be directed to the Division of Legislative Services.

TRANSPORTATION ASSISTANCE

CALCULATION TABLE - EFFECTIVE JANUARY 1, 1980

30¢ per pupil plus
20¢ per mile per day
to a maximum of $6.30
per pupil
per day

	PUPILS								PUPILS						
MILES	1	2	3	4	5	6	7	MILES	1	2	3	4	5	6	7
1	.50	.80	1.10	1.40	1.70	2.00	2.30	38	6.30	8.20	8.50	8.80	9.10	9.40	9.70
2	.70	1.00	1.30	1.60	1.90	2.20	2.50	39	6.30	8.40	8.70	9.00	9.30	9.60	9.90
3	.90	1.20	1.50	1.80	2.10	2.40	2.70	40	6.30	8.60	8.90	9.20	9.50	9.80	10.10
4	1.10	1.40	1.70	2.00	2.30	2.60	2.90	41	6.30	8.80	9.10	9.40	9.70	10.00	10.30
5	1.30	1.60	1.90	2.20	2.50	2.80	3.10	42	6.30	9.00	9.30	9.60	9.90	10.20	10.50
6	1.50	1.80	2.10	2.40	2.70	3.00	3.30	43	6.30	9.20	9.50	9.80	10.10	10.40	10.70
7	1.70	2.00	2.30	2.60	2.90	3.20	3.50	44	6.30	9.40	9.70	10.00	10.30	10.60	10.90
8	1.90	2.20	2.50	2.80	3.10	3.40	3.70	45	6.30	9.60	9.90	10.20	10.50	10.80	11.10
9	2.10	2.40	2.70	3.00	3.30	3.60	3.90	46	6.30	9.80	10.10	10.40	10.70	11.00	11.30
10	2.30	2.60	2.90	3.20	3.50	3.80	4.10	47	6.30	10.00	10.30	10.60	10.90	11.20	11.50
11	2.50	2.80	3.10	3.40	3.70	4.00	4.30	48	6.30	10.20	10.50	10.80	11.10	11.40	11.70
12	2.70	3.00	3.30	3.60	3.90	4.20	4.50	49	6.30	10.40	10.70	11.00	11.30	11.60	11.90
13	2.90	3.20	3.50	3.80	4.10	4.40	4.70	50	6.30	10.60	10.90	11.20	11.50	11.80	12.10
14	3.10	3.40	3.70	4.00	4.30	4.60	4.90	51	6.30	10.80	11.10	11.40	11.70	12.00	12.30
15	3.30	3.60	3.90	4.20	4.50	4.80	5.10	52	6.30	11.00	11.30	11.60	11.90	12.20	12.50
16	3.50	3.80	4.10	4.40	4.70	5.00	5.30	53	6.30	11.20	11.50	11.80	12.10	12.40	12.70
17	3.70	4.00	4.30	4.60	4.90	5.20	5.50	54	6.30	11.40	11.70	12.00	12.30	12.60	12.90
18	3.90	4.20	4.50	4.80	5.10	5.40	5.70	55	6.30	11.60	11.90	12.20	12.50	12.80	13.10
19	4.10	4.40	4.70	5.00	5.30	5.60	5.90	56	6.30	11.80	12.10	12.40	12.70	13.00	13.30
20	4.30	4.60	4.90	5.20	5.50	5.80	6.10	57	6.30	12.00	12.30	12.60	12.90	13.20	13.50
21	4.50	4.80	5.10	5.40	5.70	6.00	6.30	58	6.30	12.20	12.50	12.80	13.10	13.40	13.70
22	4.70	5.00	5.30	5.60	5.90	6.20	6.50	59	6.30	12.40	12.70	13.00	13.30	13.60	13.90
23	4.90	5.20	5.50	5.80	6.10	6.40	6.70	60	6.30	12.60	12.90	13.20	13.50	13.80	14.10
24	5.10	5.40	5.70	6.00	6.30	6.60	6.90	61	6.30	12.60	13.10	13.40	13.70	14.00	14.30
25	5.30	5.60	5.90	6.20	6.50	6.80	7.10	62	6.30	12.60	13.30	13.60	13.90	14.20	14.50
26	5.50	5.80	6.10	6.40	6.70	7.00	7.30	63	6.30	12.60	13.50	13.80	14.10	14.40	14.70
27	5.70	6.00	6.30	6.60	6.90	7.20	7.50	64	6.30	12.60	13.70	14.00	14.30	14.60	14.90
28	5.90	6.20	6.50	6.80	7.10	7.40	7.70	65	6.30	12.60	13.90	14.20	14.50	14.80	15.10
29	6.10	6.40	6.70	7.00	7.30	7.60	7.90	66	6.30	12.60	14.10	14.40	14.70	15.00	15.30
30	6.30	6.60	6.90	7.20	7.50	7.80	8.10	67	6.30	12.60	14.30	14.60	14.90	15.20	15.50
31	6.30	6.80	7.10	7.40	7.70	8.00	8.30	68	6.30	12.60	14.50	14.80	15.10	15.60	15.70
32	6.30	7.00	7.30	7.60	7.90	8.20	8.50	69	6.30	12.60	14.70	15.00	15.30	15.60	15.90
33	6.30	7.20	7.50	7.80	8.10	8.40	8.70	70	6.30	12.60	14.90	15.20	15.50	15.80	16.10
34	6.30	7.40	7.70	8.00	8.30	8.60	8.90	71	6.30	12.60	15.10	15.40	15.70	16.00	16.30
35	6.30	7.60	7.90	8.20	8.50	8.80	9.10	72	6.30	12.60	15.30	15.60	15.90	16.20	16.50
36	6.30	7.80	8.10	8.40	8.70	9.00	9.30	73	6.30	12.60	15.50	15.80	16.10	16.40	16.70
37	6.30	8.00	8.30	8.60	8.90	9.20	9.50	74	6.30	12.60	15.70	16.00	16.30	16.60	16.90

SCHOOLS DEPARTMENT CIRCULAR
NO. 102 79.10.24

POLICY STATEMENT ON INDIAN EDUCATION

OCTOBER, 1979

Preamble

For a number of years the Ministry of Education and school districts, in consultation with native Indians, have been applying themselves to meet the special learning and cultural needs of the native Indian child in the public schools. The scope of activities in this regard has been growing.

Areas of particular concern have emerged during this period which include the under-achievement and "dropping out" of native Indian students and the implications of this fact for the school's programs; special program emphasis; the place of curriculum about native Indian people in the over-all B.C. curriculum; as well as the place of native Indian para-professional workers in the schools.

The Ministry believes it is an appropriate time to issue a policy statement reaffirming its commitment to achieving parity for native Indian children in the public schools and clarifying areas of initiative and emphasis in the provincial Indian Education program.

It should be stressed that this is a working policy statement. In view of rapid and significant developments, it is expected that policy will evolve and statements will change from time to time. Advice on policy is always welcome.

THE POLICY

The Public Schools Act provides a mandate to the Ministry of Education, Science and Technology to deliver educational services through provincial public school districts to all school-age children which includes all native Indian children (Section 158:1). For public school purposes, native Indian means all children of Indian ancestry - status, non-status and Metis - and all native Indian children have equal and universal access to the public schools of the province irrespective of tuition support for some Indian children by the federal government.

1. The Ministry recognizes that native Indian children have not achieved to their full potential within the public schools and therefore considers the goal of parity for native Indian children to be a priority concern. Parity as a goal means that through regular and special-needs education programs Indian children will in time reach this potential and that their culture, history and contemporary life will be adequately reflected in the over-all curriculum of the public schools.

2. The Ministry is committed to the development and implementation of programs in Indian Education when such programs are consistent with the goals of the B.C. Core Curriculum and the aspirations of the Indian people to achieve parity and to maintain their cultural integrity.

3. The Ministry encourages the participation of native Indian people in public education, including their membership on school boards, as administrators and teachers, as paraprofessional workers and as parents and students. The Ministry especially encourages the involvement of the native Indian community in the creation of locally-developed Native Indian courses and materials about their own people for the benefit of all children.

4. The Ministry believes that adequate consultation should take place between school districts and native Indian status and non-status education groups regarding programs for native Indian people.

5. The Ministry encourages the recruitment of increased numbers of native Indian teachers. Also, through in-service activities, the Ministry will also endeavor, in co-operation with school districts, to increase the competence of teachers in inter-cultural settings.

6. The Ministry supports the active recruitment of native Indian language and culture specialists, teacher-aides and home-school liaison workers to work in school districts, and also supports the continuous upgrading of these positions through training programs to a recognized status whenever possible.

7. The Ministry supports the preservation of native languages through the use of the public schools to teach these languages and, where a native language is the language of dominance for a significant group of native children in a school or school district, the Ministry supports the development and implementation of bilingual-bicultural programs, thereby allowing a student to become proficient in two languages and two cultures.

8. The Ministry recognizes that "dropping out" is a serious problem among native Indian students and supports the provision of preventative programs aimed at keeping the native student in the mainstream. It also supports alternative programs which prepare the native student for re-entry into the mainstream school program or provide pre-employment and pre-vocational training so that the school leaver is given preparation for the work-place. It is understood that the Indian community or other Indian setting may be the appropriate location for alternative programs.

9. The Ministry and school districts will endeavour to provide assistance through consulting services and instructional materials to a band or group of bands who exercise the option available to them to establish separate community-controlled schools outside the framework of the Public Schools Act. The Ministry will assist native Indian students moving from an independent school to a public school or vice versa. However, the Ministry will not provide financial assistance to status Indian students attending such schools.

10. The Ministry recognizes that aspects of Indian education go beyond its exclusive jurisdiction and will endeavour to work and co-operate with other provincial and federal agencies to meet the needs of the native Indian community.

SCHOOLS DEPARTMENT CIRCULAR
NO. 100 79.10.22

POLICY STATEMENT ON THE EDUCATION OF HEARING IMPAIRED CHILDREN

OCTOBER, 1979

The Ministry of Education, Science and Technology recognizes that every hearing impaired child has a right to an appropriate education. While it is the Policy of the Ministry that hearing impaired children should be educated as close to home as possible, it is evident that not all hearing impaired children can be provided with a suitable education in their home district. Some children may be referred to a program in another school district or to the Provincial School for the Deaf.

The Ministry has encouraged and continues to encourage local school districts to provide programs for children with hearing impairments including those with mild to moderate hearing losses. Where there is a need for children with moderate to profound hearing losses, resource rooms, special classes and programs may be provided within a local school district or a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Educational Review Committee for the Hearing Impaired and a recommendation made to the home school district. Such recommendations may include referral to another school district having an appropriate program or to Jericho Hill Provincial School for the Deaf.

A component essential to the establishment of an effective system of delivery of services to hearing impaired students in the schools of British Columbia is the availability of qualified teachers of the deaf. The requirement of the Ministry of Education, Science and Technology is that where funding is being provided or special approvals are being granted, teachers shall have appropriate qualifications.

The Ministry defines these as:

1) Valid B.C. Teaching Certificate.
2) Masters degree or equivalent diploma in the education of the hearing impaired.

It is expected that for each child the most suitable curriculum and communication method will be used. In all programs appropriate support services, qualified personnel and specialized equipment must be provided.

SCHOOLS DEPARTMENT CIRCULAR
79.09.26

SUPPORT SERVICES - SEVERELY HANDICAPPED CHILDREN

SEPTEMBER, 1979

The Ministry of Education, Science and Technology is pleased to announce that additional funds for the 1979-80 school year have been made available to the Ministry of Human Resources in order to provide essential support services of a non-professional nature to those children requiring help with personal care and management in a school setting (i.e. feeding, mobility, medication, toileting, dressing).

It is intended that the application of such funding will be in line with recent statements released by the Ministry of Education, Science and Technology regarding the education for all British Columbia children of school age.[1]

Initial funding is primarily intended to assist school districts to provide direct-care support services to multiply-handicapped or severely handicapped children of school age who can benefit from the basic education program as prescribed by the provincial government and who are not presently enrolled in school-based programs because of the lack of essential support services.

Funding will be available to Boards of School Trustees on a contractual basis. That is, upon gaining Ministry approval, school districts may contract with the Ministry of Human Resources for the provision of specified support services according to the procedures set out below.

While initial funding is not intended for the provision of essential support services already put in place by either party to the contractual agreement, school districts should be aware that the Ministry is actively involved with the Ministries of Health and Human Resources in conducting a Provincial research project/study on the whole question of services to handicapped children. Once an accurate picture is gained from such a study (including cost implications) the Ministries to Health, Education and Human Resources will be attempting to put forward a proposal to Government with a view to gaining approval and necessary funding for the provision of necessary support services to handicapped children throughout the Province.

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1. Please refer to Schools Department Circular #63 (78.09.06) "Education For All British Columbia Children Of School Age".

1. Refer also to "Education of the Handicapped - A Policy Statement By The Ministries of Education, Health and Human Resources" (November 1978).

1. Refer to Ministry of Education, Science and Technology News Release (78.11.16). "New System to Support Handicapped Children".

Procedures for Contracting Services

1. *School District and Local Ministry of Human Resources Personnel and Local Ministry of Health Personnel Identify Needs.*

1.1 Priority must be given to those children who can benefit from the basic education program as prescribed by the provincial government and who are excluded,
from an education in a school setting because of an absence of essential support services. These support services are specifically for children requiring help with personal care and management (i.e. feeding, mobility, medication, toileting, dressing) in a school setting.

1.2 It must be recognized when identifying needs that there are some children whose mental, emotional and/or physical handicaps are so severe that even the provision of the usual support services will not provide an environment in which effective learning can take place.

1.3 School Districts should follow the statements and directives set out in the Ministry Circular (*No. 63 - Schools Department*) and News Releases referred to above when considering the provision of essential support services.

1.4 School Districts must ensure that thorough screening of all referrals takes place prior to the contracting process.

1.4.1 A District Screening Committee should be formed and should consist of personnel from the school district, the Ministry of Human Resources, the Ministry of Health and where appropriate, personnel from other outside agencies working with the child and his/her family.

1.4.2 Parents/Guardians should be involved, where appropriate, in the screening-placement process.

1.4.3. In cases of mental retardation, care should be taken to follow the procedures set out in the *Public Schools Act Regulations* (105 (160 (1))

1.5 Once needs are determined and specific children are identified, the school district, in consultation with local Ministry of Human Resources personnel and local Ministry of Health personnel, develops an educational program which includes an essential support service component.

1.5.1 Programs will normally involve groups of four (minimum) to twenty (maximum) children. However, circumstances may require support to groups with less than the minimum or more than the maximum. Negotiations on such matters should occur between the school district and the Regional Manager of the Ministry of Human Resources and will depend upon resource monies available.

1.5.2 The essential support services component must define the nature of the support services and the appropriate Ministry responsible for delivering services.

1.5.3 The Programs (all components) must have specified goals and objectives and must indicate the methods for program evaluation.

1.5.4 Individual Educational Programs (including essential support services) must be developed for each child and must set out clearly both short and long-term goals.

1.5.5 Parents must be involved during all phases of the decision-making process as it affects their children.

1.5.6 The Programs must be described (both educational and non-educational components).

1.5.7 The Programs must indicate a process for evaluation and must have entry and exit criteria defined. This information should be shared with the Ministry of Human Resources.

1.5.8 Position descriptions must be developed for all personnel involved in the program and must clearly define functions in detail and designate reporting relationships.

1.5.9 Program Descriptions should be appended with categories and levels for salary purposes for the non-educational support personnel (sections of the existing union pay schedules for auxiliary employees).

1.6 At this point, Proposed Program and Contracting Procedures could be discussed with the Local Inter-Ministry Children's Committee (optional).

2. *School District And Regional Ministry Of Human Resources Personnel Develop A Two-Party Contract According To A Set Format (Approved).*

2.1 Contract must stipulate the "Parties To The Agreement".

2.2 Contract sets out clearly the services to be performed or provided.

2.3 Contract includes "schedules" which include all program information required above.

2.4 Contract stipulates that non-educational support personnel provided are to be considered employees of the school district and shall receive salary and benefits commensurate with existing non-educational support personnel in the school district.

2.5 Contract must stipulate the "time period" contract is in effect.

2.6 Contract must stipulate schedules of payment to the school district.

2.7 Contract must stipulate the amount of money contracted, for services rendered.

2.8 Contract should stipulate that Evaluation Processes and Evaluation Reports (Program) should be submitted to the Ministry of Human Resources for information.

2.9 Contract must bear the signatures of the school district signing authority (according to Board By-Laws), Ministry of Education, Science and Technology designated official (Program Superintendent, Special Programs Branch) and the Regional Manager of the Ministry of Human Resources.

** It may be appropriate prior to finalizing contract to discuss it at the Regional Inter-Ministry Children's Committee (optional).

3. Approval of Contracts

3.1 Initial Approval must occur at the local level. School Districts must send contracts to the Ministry of Education, Science and Technology for prior approval then forward contracts to the Regional Manager of the Ministry of Human Resources for final approval.

4. Appendix

4.1 The attached sample contract-agreement (with procedures) has been developed for this new program. School Districts should consult with local Ministry of Human Resources personnel in this regard.

WD/mej
Enclosure

SAMPLE AGREEMENT

THIS AGREEMENT MADE as of the ________________ day of ________________, 197_____

BETWEEN:

THE MINISTER OF HUMAN RESOURCES
(hereinafter called the "Minister")

AND:

(hereinafter called the "School District")

WHEREAS:

The Minister is authorized to approve support services under Section 2, Subsection (1) of the Guaranteed Available Income for Need Act S.B.C. 1976, Chapter 19.

The School District has represented its willingness and ability to provide Social Services to certain children and their families.

The parties have agreed to enter into this Agreement on the terms and conditions herein contained.

NOW THEREFORE IN CONSIDERATION of the mutual covenants and agreements herein contained, the parties hereto agree:

1. DEFINITIONS

For the purposes of this Agreement, definitions shall be as follows:

a) "Minister" includes the director appointed pursuant to Section 23 of the Guaranteed Available Income for Need Act, and his delegates as provided for in Section 24 of the Guaranteed Available Income for Need Act.

b) "Ministry" means the Ministry of Human Resources.

c) "Staff Member" means a Ministry of Human Resources staff person who is delegated by the Minister as provided for in 1(a).

d) "Support Services" are those services provided by a personal attendant which are designed to assist a child to benefit from basic educational instruction. Such services shall normally be provided in a group of 4 to 20 children in a school setting. However, circumstances may require support to groups with less than the minimum or more than the maximum. Negotiations on such matters should occur between the School District and the Regional Manager of the Ministry of Human Resources and will depend upon available resource funds.

SERVICES WILL INCLUDE:

1) Assistance to physically or mentally handicapped children who lack basic self-care skills;

2) Assistance to teachers and children in the management of problems which are health based, e.g. epilepsy, cerebral palsy; but not primarily emotional or behavioural in nature.

3) Working with groups of children as directed by the Public Health Nurse, the Family Physician and under general supervision of the school principal.

Support services do not include tutoring services or academic services or duties which relate wholly or mainly to education.

e) "Personal Attendant" means those persons employed by the School District to provide Support Services.

f) "School District" means a School Board established pursuant to the Public Schools Act.

2. PURPOSE

It is acknowledged that the purpose of this Agreement is to provide Support Services within schools to identified children with exceptional physical and/or mental needs. The goal is to assist children who are excluded from an education in a school setting because of an absence of essential non-educational support services to acquire basic academic and social skills.

3. APPOINTMENT

The Minister agrees that the School District shall be empowered to provide Support Services to designated children within the school setting and to their families.

4. SUPPORT SERVICES WITHIN SCHOOLS

The School District agrees to provide Support Services to children as defined in Schedule A of this Agreement.

5. PAYMENT FOR SERVICES RENDERED

The School District shall receive the amount of $____________ from the Minister for the term of this Agreement by way of payment to be paid as outlined in Schedule B attached.

6. TERM OF AGREEMENT

(a) This Agreement for the purpose of Payment for Services Rendered under Clause 5 shall come into force on the ____________day of _______________, 19_____, and for all other purposes shall come into effect upon the day of execution and shall continue in force until the ________________day of________________, 19____, unless extended by written agreement.

(b) Either party may terminate this Agreement at any time by giving to the other party thirty (30) days notice in writing to be delivered personally to the other party.

7. OBLIGATIONS OF THE SCHOOL DISTRICT

(a) The School District covenants and agrees to meet general expectations as follows:

(i) To arrange to provide Support Services within schools aimed at assisting children assigned to its care;

(ii) To be responsible for obtaining any insurance necessary to fulfill the obligations and terms of this Agreement;

(iii) That the School District shall not in any way assign this Agreement in whole or in part and shall not sub-contract or make any other arrangement, contract or agreements with other parties to carry out its covenants and agreements herein contained (save to engage the services of necessary employees in the usual and normal hiring basis);

(iv) To bear all expenses of any kind in connection with the operation of the School District.

(b) The School District further covenants and agrees to meet specific expectations as follows:

(i) To follow any routines for the child which may be prescribed by physicians;

(ii) To treat as confidential all information gained with respect to children and/or their families and to assure the same confidentiality in all employees of the School District;

(iii) To take appropriate steps to attempt to accomplish goals and objectives set for individual children receiving services as these are decided upon at the time of the child's admission and as they may be altered from time to time;

(iv) To cooperate with any plans established for the re-admission of children into the general school program as contemplated by Clauses 2 and 8;

(v) To hire any staff as may be required by the School District and to be fully responsible for the acts or omissions of its employees and for payment of any wages or salaries and specified benefits to these persons;

(vi) To be responsible for deductions and/or remittance of any unemployment insurance assessments, pension contributions, taxes and any other assessments imposed by government or other authorities with respect to any persons employed by the School District under Clause 7, b(v);

(vii) To keep proper account and records of all income and expenditures relating to the provision of services under this Agreement and to provide an annual financial statement when requested to do so by the Minister or his representative.

(viii) To furnish specified statistical information to the Minister or his authorized representative upon request.

8. *OBLIGATIONS OF THE MINISTER*

The Minister covenants and agrees as follows:

(a) To designate a Ministry of Human Resources staff member on a regular basis to supply such assistance and advice as may be requested by the School District and at a level consistent with available staff time;

(b) The staff member designated by the Minister under Clause 8 (a) shall have the right only to:

  (i) Participate with the School District in all program planning decisions;

  (ii) Assist the School District and/or its employees in the appropriate use of community resources at the request of the School District;

  (iii) Request information as may be required to determine that services being provided are within the scope of this agreement.

9. *GENERAL*

(a) The Minister agrees to delegate a Ministry of Human Resources staff member provided for under Clause 8 (a), such of his powers and duties to be exercised under his direction as may be necessary to administer Support Services in accordance with the Guaranteed Available Income for Need Act Section 2 Sub-section (1);

(b) It is agreed that as contemplated by Clause 7 (b) (iii) a screening committee whose membership shall include Public Health, Community Professionals and the School Principal will be formed. The screening committee has the responsibility to establish criteria for admission and to develop a plan and a method for assessing the progress of the plan for each child admitted to the Social Services Program.

Assistance may, from time to time, be requested from the staff member designated under Clause 8 (a) and the family physician;

(c) It is agreed that the persons providing services pursuant to this Agreement shall, during the term of the Agreement, be employees of the School District and not employees of the Ministry of Human Resources;

(d) It is agreed that the School District shall, during the term of this Agreement, be contracting for the provision of this service with the Ministry of Human Resources;

(e) It is agreed that if the plan for children receiving services under this Agreement includes participation in School District programs such as a water survival program and field trips, the written consent of the parent or guardian will be obtained in advance.

WHEREOF the parties have caused this Agreement to be executed in the ___________ of __________________ in the Province of British Columbia as of the date first above written.

SIGNED, SEALED AND DELIVERED by	)	*MINISTER OF HUMAN RESOURCES*
	)	*Per:*
in the presence of:	)	
________________________________	)	
________________________________	)	
________________________________	)	__________________________ *Staff Member Ministry of Human Resources*
The Common Seal of	)	
was hereunto affixed on the ______	)	
day of ____________ *in the*	)	
presence of:	)	
________________________________	)	
________________________________	)	
________________________________	)	

SCHEDULE "A"

CHILDREN TO BE SERVED UNDER THE SUPPORT SERVICES WITHIN SCHOOLS PROGRAMME

The Minister or his delegated staff member will weigh all relevant factors prior to negotiating an agreement with the School District for the provision of Support Services. The factors to be weighed include the characteristic functioning of the children to be serviced, the goals or objectives of the proposed service and the needs of the children in relation to the goals.

Children assigned to receive Support Services within schools are described as follows:

(a) Male or female child up to 19 years of age.

(b) Severely or Multi-handicapped children who exhibit exceptional physical and/or mental needs who would be excluded from an education in the school setting.

More particularly the children to be served are:

(i) Children requiring help with personal care and management (i.e. feeding, mobility, medications, toileting, positioning) in a school setting.

SCHEDULE "B"

PAYMENT FOR SERVICES

The amount of ____________________________ which the Minister has agreed to pay the School District in Clause 5 of the Agreement shall be payable as follows:

____

____

____

____

____

____

Manual Amendment Letter # *(Volume 2) - 1979/80*

To: All Holders of the Services Policy and Procedures Manual - Volume 2

Re: Services Policy & Procedures Manual - Volume 2 - Family & Children's Services Rehabilitation Resources - Section 7

Please amend the Services Policy & Procedures Manual - Volume 2 - Family & Children's Services, our records indicate is in your possession in the following manner.

Please add the attached addendum and agreement dated to Section 7 - Rehabilitation Resources.

Please note the following additions to policy:

1. *Personal support services may be provided only to groups of 4-20 multi-handicapped children who would otherwise be excluded from an education in a school setting. This program is not intended to provide "one to one" services. However, circumstances may require support to groups with less than the minimum or more than the maximum. Negotiations on such matters should occur between Regional Managers and the local school district and will depend upon available resource funds.*
2. *Support services are to be provided to assist children with exceptional physical and/or mental needs and not those whose problems are primarily emotional or behavioural.*
3. *An Agreement to be used specifically for the provision of personal support services is attached. All Agreements are to be negotiated with the appropriate school district.*
4. *It is the responsibility of local school boards to establish screening committees involving Ministry of Human Resources and other community agencies to develop criteria for admission, discharge and measuring the progress of the plan for individual children.*

Policy changes are effective immediately.

Please note this Amendment on the Amendment page.

John Noble
Deputy Minister

Purpose: Amendment of Policy - Rehabilitation Resources

Filing Instructions: Manual Amendment Letters - Volume 2

Office Responsible for Questions Arising From This Release:
F. & C. S., Family Support Services Section

SCHOOLS DEPARTMENT CIRCULAR
NO. 85 79.04.23

TOWARDS CLARIFICATION OF THE MINISTRY POSITION ON PROVIDING EDUCATIONAL SERVICES TO HANDICAPPED CHILDREN

Schools Department Circular 78.09.06 in referring to Section 158 of the Public Schools Act and the requirement for providing accommodation and tuition to all children of school age stated that "wherever feasible, this educational service shall be delivered by the normal method of enrolling the child in a class in a school". This has been interpreted to mean that a policy of "mainstreaming" all children must be followed. It would appear that mainstreaming as an educational practice through which handicapped children are taught in regular classrooms now receives general theoretical support on this continent and elsewhere. What causes controversy are the limitations to be placed or not to be placed on the degree of mainstreaming.

This is not the place to contrast definitions of mainstreaming except to say that almost without exception definitions of the practice set boundaries to its application, such as "... mainstreaming is not applicable to all exceptional pupils" (Birch, Jack W. Mainstreaming, page 1) and "Whenever possible and appropriate, handicapped children are to be educated in regular classes with normal children." (Armstrong, Jenny R. in "Focus on Exceptional Children", December, 1976, (Underlining ours) in speaking about the law passed by the United States Congress in 1975). The most frequently quoted restriction applying to mainstreaming is probably that which defines mainstreaming as "providing the most appropriate education for each child in the least restrictive setting". (Underlining ours.)

Such cautionary advice has not stopped some school districts from attempting to mainstream all handicapped children presumably in the belief that they were following the intentions of the Special Programs Branch of the Ministry of Education, Science and Technology.

Three major categories of problems are associated with mainstreaming:

1. Inappropriate mainstreaming may cause problems.

   If teachers feel unqualified to deal with a particular handicap, they will be overwhelmed by its demands. Solutions to this type of problem include:

(1) Providing - following consultation among the District Superintendent of Schools, the Principal, the Supervisor of Special Education, and the Teacher - in-service training for the teacher or teachers in question, designed to establish competency and a sense of assurance.

(2) Hiring professionals or para-professionals with special expertise to assist teachers with their problems.

(3) After appropriate consultation as above, referring the case to the local Children's Committee to ascertain whether other Ministries of Government should assist with the problem through personnel and/or funding.

(4) Providing for the child or children concerned more appropriately than through mainstreaming on the premise that the persistence of the problem has demonstrated that in this situation mainstreaming does not provide the best education nor the "least restrictive environment" for the handicapped child or children affected.

2. Too few children with a particular handicap in a small school district with a dispersed population may cause problems.

The solution in such cases may include:

(1) The development of an I.E.P. (Individual Educational Program) for each of the handicapped children involved. I.E.P.'s are recommended for most handicapped children anyway because of the personalized nature if not of the handicap at least of the severity of it as applied to each child.

(2) Making arrangements with a neighbouring district or districts to provide jointly for the education of handicapped children in low incidence categories. What has to be recognized is that given the priorities of a small district, it may not be possible to justify a specialist teacher to look after one or two pupils. This procedure might be useful to follow anyway as a solitary handicapped child could then enjoy the intellectual stimulation of his peers or at least the companionship of some similarly handicapped children. This is not to deny the desirability of providing an opportunity for a handicapped child to associate with non-handicapped children most of the time.

3. The provision of adequate curricula for the handicapped may present problems.

The philosophy of education as applied to handicapped children is little different from that applicable to non-handicapped children in essentials. The curriculum, however, has to be adapted to the needs of the handicapped. It is clear that the curriculum and the instructional mode for TMR children has to be different from those for EMR children, or the hearing impaired, or the visually impaired, or the learning disabled.

An essential requirement of any curriculum for the hearing impaired, for instance, is to provide for them the language background that most children with adequate hearing bring to school. Nevertheless, the objectives of the core curriculum, so far as is practicable in each case, should apply to handicapped as to non-handicapped children.

Principles governing the integration of handicapped children.

Hereafter, this paper will use the term "integration" instead of "Mainstreaming". Purists will say that there are differences between the meaning of the two terms, but for the purposes of this paper, they will be treated as synonymous in essential respects. "Mainstreaming" as a term has connotations that do not precisely fit the educational scene in British Columbia.

(1) Each school district may reasonably be expected to enrol those handicapped children in a regular classroom for whom a regular classroom provides the best learning environment, with such support services as are necessary provided by the school district, or the Ministry of Education, Science and Technology or some other Ministry of Government, or some combination of the three.

(2) The determination of who should be integrated into a regular classroom will involve subjective judgement as well as the consideration of whatever objective information can be obtained.

(3) Who will be integrated as distinct from who should be integrated will in part be governed by local circumstances. It may not be possible to integrate a child in District A, but perfectly possible to do so in District B.

(4) Whether fully integrated, partially integrated, or not integrated at all, handicapped youngsters should have plenty of opportunity to associate during the school day with non-handicapped children. This is necessary for the well-being of both groups - socially, emotionally and psychologically.

(5) Handicapped children for whom integration for all or part of the time does not provide the best educational environment, or whose handicaps are such that their being in a regular classroom impedes the learning of others should be educated in a separate classroom or resource area where required support services are available.

General

It should be recognized that not all parents of the handicapped want integration for their children. Some believe that their children are happier and progress better in groups of their own peers where they feel unthreatened and comfortable.

Moreover, the wishes of children whose strong preference is to be educated with their handicapped peers should be given consideration although they should not be deprived of healthy inter-action with the non-handicapped.

Sometimes the attitudes of parents and pupils mentioned in the preceding two paragraphs have been caused by merciless teasing, persisting over years, with the result that some handicapped children have suffered from a minority of the non-handicapped. It is important that all school staffs should recognize that such teasing can occur no matter how few pupils engage in it, and that they should do what they can to encourage the non-handicapped to respect and support the handicapped.

Funding

What has been said about mainstreaming in the foregoing should not be interpreted as intending to reduce or eliminate special funding. However, the Ministry does need to have a justification for delivering educational programs through the special approvals provisions.

Now, the education of most handicapped children is assisted financially by the Ministry of Education, Science and Technology, first through the process of contributing to the cost of education of any child; second, through the special approvals system of the Ministry, operated through the Special Programs Branch.

Evaluation

By whatever means a school district organizes and conducts the education of the handicapped, it should ensure that all its educational practices are evaluated systematically and periodically to the end that the best possible provision for the handicapped will emerge.

Summary

WHAT THIS PAPER RECOMMENDS AS PRACTICE IN THE SCHOOLS OF BRITISH COLUMBIA IS A RATIONAL AND FLEXIBLE ECLECTICISM IN PROVIDING FOR THE HANDICAPPED, ACCEPTING NO SINGLE THEORY OR PROCESS AS A PANACEA FOR ALL NEEDS.

SCHOOLS DEPARTMENT CIRCULAR
NO. R34 79.03.28

CONTRACTING OUT BY BOARDS

MARCH, 1979

The question of Boards entering into contracts for the provision of various types of service has been a frequent topic of discussion and correspondence between various school districts and the Ministry, and also between both Boards and the Ministry and organizations outside the Public School system.

The following is a general statement of Ministry policy on this matter which was developed after the consideration of a number of opinions.

It is necessary to differentiate between "contracting out" and "contracting in." For the purposes of this circular, "contracting out" is considered as a contract by which the Board undertakes to provide service to some agency outside the Public School system. "Contracting in" is considered as a situation in which the Board obtains some service to the district by means of a contract.

Contracting In

The Board has the authority to provide certain types of service by means of a contract as an alternative to employing a person under the provisions of Section 98 (c). The exception is the provision of an instruction/educational service prescribed or authorized by the Ministry or the Board.

Contracting Out

The Ministry finds no support in the Public Schools Act for the practice of contracting out services of the employees of the Board within either the general or specific references in the Act to the powers and duties of Boards of School Trustees, except where required by the Ministry (see Regulation 56 (c)).

Such services sometimes are provided on an "ex-gratia" basis without any contract or other commitment to an agency such as an Indian Band school. The Ministry expresses no specific opinion on this but considers that it could be defended on the grounds of general education concern for the welfare of children resident in the school district and, also, that the children concerned may well, at some future date, transfer into the public schools. However, the Board is under no obligation to provide any such service and the decision remains solely with the Board.

However, any services, such as formal inspections and reporting, except by Ministry personnel by agreement with Canada, are not authorized. In addition, it must be recognized that any reports written by such persons in such a situation do not come within the authority of the Public Schools Act and could not, therefore, be considered as having been undertaken under the authority of that Act.

Further, as indicated above, Boards do not have authority, under the Act, to enter into any contractual arrangement for the provision of such services as those of a district librarian, special counsellor, or any other educational or educational support service, to any organization outside the Public School system.

The foregoing does not, in any way, infringe upon the power established in Section 160 for Boards to enter into agreements with other Boards.

SCHOOLS DEPARTMENT CIRCULAR
NO. R33 79.03.27

SUMMER SCHOOL - REGULATION 121

MARCH, 1979

In 1974, regulations were enacted which recognized for funding purposes on a pro-rated basis the offering of prescribed courses in summer school programs. The rationale offered in support of the regulations was that students who had failed courses or who were capable of taking advanced courses could do so during the regular school year and these would be recognized as part of the basic program. It would not only be consistent but would also be in the best interests of the students to provide such opportunities in the summer school program. Such recognition would also be a partial answer to the arguments being advanced at that time in favour of the twelve-month school.

Recent reports indicate that there has been some misunderstanding of the intent of the regulations. It seems to have been assumed that all summer school activities can be included as part of the basic program. Many recreational-type activities and programs, including physical education activities and outdoor education activities, have been offered during the summer months and have undoubtedly contributed to the general education of students. They are not, however, a part of the provincial curriculum and they must be funded from sources other than those available for the basic program (Regulation 121 (E)). Fees may be charged for such courses.

The Ministry considers Regulation 121 D as including:

(1) Prescribed courses and authorized courses which students take either to make up a deficiency or to gain advanced placement toward graduation.

(2) Courses designed to overcome or ameliorate specific learning difficulties, e.g., language experience courses for students for whom English is not a first language, and courses in the fundamentals for slow learners and others with learning handicaps.

It is requested that those responsible for summer schools apply the foregoing to their programs in the context of Regulations 121 (A) to 121 (I).

SCHOOLS DEPARTMENT CIRCULAR
NO. 58 78.08.29

POLICY STATEMENT ON THE EDUCATION OF THE VISUALLY IMPAIRED

AUGUST 1978

The Ministry of Education recognizes that every visually impaired child has a right to the appropriate education. While it is the policy of the Ministry of Education that visually impaired children should be educated in their own home district whenever possible, it is apparent that not all visually impaired children can be provided a suitable education in their home school district and some children may, of necessity, have to attend a program in another school district or at a centralized program for the visually impaired.

The Ministry has encouraged and continues to encourage local school districts to provide programs for visually impaired children, within the regular classroom setting. Where there is a need, resource classes for visually impaired children may be established within a local school district or within a regional area. Where numbers do not permit the establishment of local or regional programs, or where special circumstances prevail, the educational placement will be reviewed by the Provincial Coordinator for the Visually Impaired and a recommendation made to the parents, the home school district and to the Special Programs Branch.

A component essential to the establishment of an effective system of delivery of services to visually impaired students in the public schools of British Columbia is the availability of qualified, experienced itinerant teachers who have regular classroom teaching experience and in addition are competent to adapt materials, transcribe into braille and teach the use of many visual aids and technological devices as needed. The expectation of the Ministry of Education is that where special approvals are being granted, teachers who are assigned to the task shall have appropriate qualifications. The Ministry considers it desirable that such teachers have:

(1) A valid B.C. Certificate;
(2) A Master's degree or equivalent diploma in the education of the visually impaired;
(3) Demonstrated skills in human relations and communications.

The Ministry of Education in recognition of the special needs of visually impaired students is improving the present system for the distribution and circulation of specialized instructional and resource materials.

SCHOOLS DEPARTMENT CIRCULAR
NO. R24 78.08.31

AMENDMENTS TO PUBLIC SCHOOLS ACT REGULATIONS

AUGUST, 1978

Please note that, by O.I.C. 1942/78, the Regulations were amended as follows:

1. Sections 2 to 7 of the Public Schools Act Regulations, published as B.C. Reg. 83/72, are amended by deleting "Ministry" wherever it appears and substituting "Minister."
2. Section 121G of the regulations is repealed and the following substituted:

121G. (1) For the purposes of a report under section 121F of these regulations, "full-time student" means

(a) a physically or mentally handicapped student enrolled and in attendance for 45 or more hours of instruction, or

(b) a student, who is not physically or mentally handicapped, enrolled and in attendance for 60 or more hours of instruction

in a course described by section 121B of these regulations.

(2) Where the number of full-time students is calculated for the purposes of a report under section 121F of these regulations, a student who is enrolled but does not qualify as a full-time student because he does not attend for the minimum period applicable to him under subsection (1) (a) or (b) shall be counted as the fraction of one full-time student equal to his actual attendance divided by the minimum attendance period applicable to him.

(3) Where a report under section 121F of these regulations is made, the claim for full-time students in attendance at summer school shall not exceed 10% of the claim for full-time students in attendance for the regular school year.

Explanatory note:

1. The amendments to sections 2 to 7 were amended in the interests of clarity.

2. The amendment to section 121G is designed to permit school districts to offer a shorter summer school session to handicapped students but obtain "full count" for them in the calculation of instructional units.

SCHOOL ACT AND REGULATIONS.

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SCHOOL ACT (1979)
AND
PUBLIC SCHOOLS ACT
REGULATIONS (1979)*

Excerpts pertaining directly or indirectly to Special Programs.

* When this manual went to press, the Regulations for the School Act (1979) were not yet available and the Public Schools Act Regulations (1979) were still in effect. This has resulted in some discrepancies in section numbers between the act and the references in the regulations.

EXCERPTS FROM

SCHOOL ACT (1979)

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SCHOOL ACT, 1979

SECTION 16 ...The Lieutenant Governor in Council may, by regulation,

(e) establish and cause to be operated a Provincial school or schools in the Province, provide in them specialized types of education including vocational and technical education, and education for deaf children and for blind children, and prescribe the rules for their operation and the tuition fees to be charged to the parent or guardian of a child attending a Provincial school, to the board of the school district where the child normally resides or to both the parent or guardian and the board;

SECTION 89

The board of a district may

(c) authorize the appointment of employees, in addition to teachers, considered necessary by the board to secure the efficient operation of the public schools of the school district, fix wages or remuneration, and, by lawful process, dismiss a person so appointed;

SECTION 100

(1) Each school medical officer shall, as required by the Ministry of Health, make or cause to be made examinations as to the general health of pupils attending schools in the school district.

(3) If the school medical officer considers that the health condition of any pupil is such as to endanger the health of the pupils attending a school, he shall so report to the board, giving the name of the pupil concerned.

(4) The board of school trustees shall promptly act on the report, and shall remove from a school a pupil whose health condition is reported by the school medical officer as being dangerous, and that pupil shall not be permitted to return to the school until he delivers to the board a certificate signed by the school medical officer permitting his return.

(5) If a teacher suspects a pupil is suffering from a communicable disease or other physical or mental condition inimical to the health or welfare of the other pupils, he shall report the matter to the school medical officer, to the principal and to the district superintendent, and may exclude the pupil from school until a certificate is obtained for the pupil from the school medical officer or a private medical practitioner permitting the pupil to return to the school.

SECTION 101 On receipt of a report under section 100 (5), a district superintendent shall

(a) call a meeting of the principal, teacher and the other persons he considers appropriate to consider and recommend to him alternatives suitable for the education of the child; and

(b) advise the board and school medical officer of the school district of the recommendations made under paragraph (a) and measures being taken to provide for the child's education.

SECTION 105 Pupils whose sight is so defective as to handicap them in their studies, and who, through lack of means, are unable to avail themselves of remedial measures, may, at the discretion of the board and at its expense, be provided with eye-glasses prescribed by a physician or optometrist.

SECTION 113

(1) Subject to the exemptions under subsection (2), every child over the age of 7 years and under the age of 15 years shall attend some public school during the regular school hours every school day, and every parent or guardian who fails or neglects to cause such a child under his care to attend some public school during the regular school hours every school day commits an offence and is liable on conviction to a fine not exceeding $10, and each day's continuance of this failure or neglect shall constitute a separate offence.

(2) On the prosecution of a person under this section for an offence with respect to the failure of a child to attend at public school, it shall constitute a good defence to prove

(a) that a child is being educated by another means satisfactory or tribunal before whom the prosecution takes place;

(b) that the child is prevented from attending school by sickness or another unavoidable cause;

(c) that there is no public school open which the child can attend within a distance of 4.8 km, measured according to the nearest passable road, from the residence of the child, and that in that case the board has not provided a conveyance service within a distance of 3.2 km, measured according to the nearest passable road, from the residence of the child to take the child to and from the school to which he is assigned by the board; or

(d) that the child has reached a standard of education equal to or higher than the standard to be attained in any public school within a distance of 4.8 km, measured according to the nearest passable road from the residence of the child, and that the board has made no provision for his conveyance to and from a school which provides a higher standard of education than that already attained by him.

(3) A person shall not be prosecuted for an offence under this section without the consent of the board of the school district in which the offence is alleged to have been committed, or of a person appointed by the board to represent the board for the purposes of this section, or of the minister.

SECTION 119

(1) The board of each school district shall, as required, after considering the recommendation of the district superintendent of schools, appoint or authorize the appointment of properly qualified persons as teachers in the school district, assign or authorize the assignment of those teachers under section 6 (1)(e), and enter contracts with them, as provided in this Act.

(2) Every appointment made by a board, except a probationary or temporary appointment made under the regulations, and every contract relating to it, shall be deemed to be a continuing contract until terminated as provided in this Act; but no appointment made to fill a vacancy caused by the dismissal or termination of the contract of a teacher who, within 10 days from receiving the written notice of dismissal or termination, sends by registered mail to, or serves on, the board a copy of an appeal or request for review sent by him to the minister shall be deemed to be a continuing contract, unless the action of the board in dismissing that teacher or terminating his appointment is confirmed by a board of reference or review commission.

(3) A board may authorize the assignment of teachers under section 6 (1)(e) as

(a) principals, head teachers and vice principals; or

(b) school district supervisory personnel in the numbers and with the powers and duties prescribed by the regulations,

and may, under section 120, transfer a teacher so assigned.

(4) A person who was appointed to a position referred to in subsection (3) as enacted by the Public Schools Amendment Act, 1976, under a provision respecting the appointment that was in force at any time prior to the coming into force of that subsection, shall be considered to have been assigned to the position under that subsection.

(5) Notwithstanding subsections (3) and (4), a board may, after considering the recommendation of the district superintendent of schools, authorize the assignment of a teacher to a position referred to in subsection (3) by a term assignment.

(6) Subject to the regulations of the Lieutenant Governor in Council, the board may authorize the assignment of a teacher to a position referred to in subsection (3) by a temporary assignment only where the position is temporarily vacant.

REGULATIONS PERTAINING TO SECTION 119 OF THE SCHOOL ACT (Public Schools Act Regulations, 1979 is the source used. SA 119 = PSA 128)

38.(128) Supervisory personnel includes directors of instruction, supervisors, and teacher consultants.

39.(128) (1) Subject to subsection (2), there shall not be in any school district more than one supervisory person for every 1,500 pupils.

(2) Where there are less than 1,500 pupils in any school district, one supervisory person may be employed.

40.(128) Every supervisory person shall be under the general supervision and direction of the District Superintendent for the school district who shall, with the approval of the Board of the school district, assign him his duties.

41.(128) Any person who is a Canadian citizen and who possesses the following qualifications is eligible as a candidate for appointment as a director of instruction, supervisor, or teacher consultant:

(a) A university degree;
(b) Eligibility to be issued a professional certificate under the Act.

42.(128) Before a new supervisory position is created, approval shall be obtained from the Ministry.

43.(128) No person shall be appointed to a supervisory position unless his appointment is first approved by the Ministry.

44. (Repealed)

45.(128) A director of instruction shall, under the direction of the District Superintendent, by conferring with principals singly or in groups, by meeting with teachers, by visiting classrooms and observing the learning situations, and by carrying out such other duties as are designed to improve instruction, co-ordinate the work of the grade levels within the schools in the areas of his responsibility.

46.(128) The primary function of a director of instruction is to improve instruction within the grade level area for which he is responsible and, in performing this function, he shall have free access to any school, classroom, or school record.

47.(128) (1) Where a director of instruction is empowered to do so by order of the Minister, he may inspect learning situations in classrooms and issue reports on them.

(9) (2) The reports shall be countersigned by the District Superintendent and shall thereupon have the full force of reports issued by the District Superintendent.

48.(128) A supervisor shall, under the direction of the District Superintendent, carry out duties designed to help teachers improve classroom instruction, and in the performance of his duties shall have access to any classroom.

49.(128) A supervisor shall not evaluate the work of any teacher in a written report.

50.(128) A teacher consultant, under the direction of the District Superintendent, shall, by observation, demonstration, consultation, and visitation, upon the request of the teacher, the principal, or the District Superintendent, assist teachers in improving classroom instruction.

51.(128) A teacher consultant, in his discussions with the principal or with the District Superintendent, shall not make any evaluation of individual teachers.

52.(128) A teacher shall not be assigned as a consultant for a term exceeding two years.

53.(128) Any school district personnel not specifically mentioned in these regulations, but employed in an instructional capacity, such as a special counsellor, district librarian, director of tests and measurements, director of adult education, and relieving teacher, shall be under the direction of the District Superintendent and shall perform such duties as may be approved by the Board in his terms of appointment, but shall not be considered as a school district supervisory person, and his duties shall not include those of a director of instruction, supervisor, or teacher consultant.

SECTION 154

(1) In this section "boarding house" includes a private dwelling or apartment, a lodging house, hotel or school dormitory, and an institution in which children may board, other than a charitable institution approved for the purposes of this section by the Lieutenant Governor in Council; and "boards" includes lives, abides, dwells and lodges.

(2) For the purposes of this Act, a pupil whose parent or guardian resides elsewhere shall not be deemed resident in a school district by reason only that he boards at a boarding house in the school district or municipality, unless he is a pupil whose parent or guardian resides in a part of the Province not in a school district.

(3) Subsection (2) applies where the board and lodging of the pupil are supplied free, and also where they are paid for in money or by work or services, and the residence of a pupil shall be determined without regard to any guardianship constituted by indenture or agreement.

(4) For the purposes of this Act, a child placed in a home in a school district with the approval of the Minister of Human Resources shall be regarded as a resident of that district.

SECTION 155

(1) The board of each school district shall,

(a) except as otherwise provided in this Act, provide sufficient school accommodation and tuition, free of charge, to

(i) all children of school age resident in that school district; and

(ii) children not more than one year younger than school age, in accordance with the regulations;

(d) pay tuition fees on behalf of any pupil of school age normally resident in the school district, and who is necessarily confined, as certified by a medical practitioner, for a period of one month or longer to a hospital or other medical rehabilitation centre in another school district, and who is receiving, in the hospital or centre, regular instruction in classes provided by the board of the district in which the hospital or centre is located;

(f) where dormitory accommodation for pupils is provided, make and cause to be enforced the rules for the management of dormitories and the supervision of pupils accommodated in them; and

(g) pay tuition fees charged to the board under regulations made under section 16 (e).

(2) The board of a school district need not provide school accommodation for a child to attend Grade 1 unless he

(a) presents himself or is presented for admission to a school within 2 weeks of the day on which the school opens in September; or

(b) has attained a standard of education equivalent to that of the pupils attending Grade 1 in the school to which he seeks admission at the time he presents himself or is presented for admission.

REGULATIONS PERTAINING TO SECTION 155 OF THE SCHOOL ACT (Public Schools Act Regulations, 1979 is the source used. SA 155 = PSA 158)

SPECIAL EDUCATION PROGRAMS

98.(158) Special education programs, including the establishment of special classes or other special provisions for the school accommodation and tuition of children with learning handicaps, shall be recognized for the purposes of calculating the cost of the basic education program in accordance with section 180 of the Act only if they are established and operated in accordance with these regulations and with the requirements of the Ministry.

99.(158) Subject to these regulations, the Ministry may approve the establishment or operation of special education programs for the instruction of children with learning handicaps.

100.(158) For the purposes of these regulations and of clause (j) of section 160 and clause (k) of section 163 of the Act, the terms "mentally retarded child" and "trainable mentally retarded child" are interchangeable, and are defined as set forth in regulation 104.

102.(158) The minimum number of pupils required for the establishment or maintenance of a program under the provision of regulation 98 shall be established in each case by the Ministry.

103.(158) Where the Ministry sets forth definitions and requirements for the establishment or operation of a special education program, no approval under these regulations shall be given unless the Board certifies that the program complies with those definitions and requirements.

SECTION 157

(1) The board of a school district may

(a) make an agreement with another board for the school accommodation and tuition in another school district of pupils resident in the district, or the school accommodation and tuition in the district of pupils resident in another school district, and the agreements shall fix the amount, if any, to be paid for the school accommodation and tuition, not to exceed the cost to the board for each pupil;

(c) where a pupil is compelled to live away from his family home to pursue his elementary or secondary education in a public school and no school dormitory facilities are provided, assist the parents or lawful guardians of the pupil in defraying the cost of his board and lodging;

(d) with the approval of the minister, enter and execute, or cause to be executed, an agreement with Canada for the education of Indian or other children for whose education Canada assumes responsibility;

(e) provide for and defray the cost of the conveyance to and from a school in the school district of pupils residing in a part of the school district that is a considerable distance from the school;

(h) provide for and defray the cost of the conveyance of pupils resident in the school district to a school in another school district if the pupils attend that school under an agreement entered into under this Act between the boards of the respective school districts;

(i) provide for and defray the cost of conveyance of pupils resident in the school district to a school or class operated under paragraph (m);

(j) enter a contract for the conveyance of pupils under this section covering a period not exceeding 10 years;

(k) provide, at fees fixed by resolution of the board, dormitory accommodation for pupils resident in the school district who live at a considerable distance from the school and for whom transportation to school is not practicable;

(l) admit to the dormitory pupils from other school districts on the terms it deems advisable;

(m) pay the British Columbia Association for the Mentally Retarded an amount towards the cost of education and training of a mentally retarded child normally resident in the school district who is authorized by the board to attend a special school operated by a chapter of, or an organization in affiliation with, the British Columbia Association for the Mentally Retarded and operating under regulations prescribed by the Lieutenant Governor in Council; and the amount shall be paid in accordance with the regulations, and

> (i) if paid towards the cost of education and training of a child who is not more than one year younger than the minimum school age and who is attending a kindergarten class, the amount or that portion of it that does not exceed 75% of the net operating cost of education per pupil on daily average attendance in the schools of the Province as stated in the latest published Annual Report of Public Schools of the Province of British Columbia, whichever is less; or
>
> (ii) otherwise, the amount or that portion of it that does not exceed 150% of the net operating cost per pupil on daily average attendance in the schools of the Province as stated in the latest published Annual Report of Public Schools of the Province of British Columbia, whichever is less.

shall form part of the expenses of the board;

(n) provide school accommodation for mentally retarded children who are being educated and trained under paragraph (m).

(2) For the purposes of subsection (1)(e) "pupil" includes a person enrolled in a school not under the jurisdiction of the ministry but which offers courses prescribed by the regulations.

REGULATIONS PERTAINING TO SECTION 157 OF THE SCHOOL ACT (Public Schools Act Regulations, 1979 is the source used. SA 157 = PSA 160)

Payment of Moneys by Board in Aid of the Costs of Education and Training of Trainable Mentally Retarded Children

104.(160 (1)) A Board shall not authorize the payment of any money to the British Columbia Association for the Mentally Retarded toward the cost of education and training of a child, unless

(a) the child ordinarily resides in the school district within which the Board has jurisdiction;

(b) the certificate of a screening committee has been received and filed and sets forth that

(i) the child is of school age, or is attending a kindergarten class for retarded children and is not more than one year younger than school age;

(ii) the child has a mental capacity incapable of development beyond that of a child of normal mental capacity at 8 years of age; and

(iii) the child is recommended for training.

105.(160 (1)) A screening committee shall be composed of

(a) the School Medical Officer;

(b) the District Superintendent of Schools or a representative selected by him from among the supervisory or other school district personnel employed under regulations 38 to 53;

(c) the principal of the public school which the child would normally attend; and

(d) two local representatives of the British Columbia Association for the Mentally Retarded.

106.(160 (1)) Where a certificate is received by a Board in accordance with regulation 104, the Board has authority to pay to the British Columbia Association for the Mentally Retarded moneys on behalf of the child in respect of whom the certificate is given while the child is in attendance at a school operated by a chapter of, or an organization affiliated with, the Association.

107.(160 (1)) Payment made under these regulations shall be made once in each month upon receipt of a report of the attendance of the child concerned during the previous month made by the head instructor of the school attended by the child.

108.(160 (1)) The chapter of or organization affiliated with the British Columbia Association for the Mentally Retarded which operates the school attended by a child in respect of whom payments are made under this Division shall appoint an Education Committee of three members, one of whom shall be the member of the screening committee under clause (b) of regulation 105.

109.(160 (1)) The Education Committee shall, as a condition of payment of moneys to the Association by a Board under these regulations,

(a) ensure that provision is made in the school for suitable accommodation, equipment, and supplies;

(b) ensure the employment in the school of an instructor, or instructors, and the designation of one instructor as head instructor;

(c) enlist the services in the school of such suitable voluntary helpers as may be necessary;

(d) control the admission and continued attendance of pupils to and at the school; and

(e) give general supervision to the course of training and instruction given in the school.

110.(160 (1)) The head instructor of a school attended by a child under these regulations shall, as a condition of payment of moneys to the Association by a Board,

(a) keep a register of daily attendance at the school, which shall be open to inspection on demand by any member of the Education Committee;

(b) group the children in the school into classes for education and training purposes;

(c) maintain suitable discipline in the school;

(d) assign duties to instructor and voluntary helpers;

(e) supervise the course of training and instruction given in the school;

(f) furnish a monthly report of the attendance of each pupil attending the school to the secretary-treasurer of the school district in which that pupil is normally resident;

(g) call to the attention of the Education Committee any case of unjustified or prolonged absence of pupils from the school.

111.(160 (1)) The school-year for schools operated under regulations 106 to 108 is the same as that prescribed for public schools, and each child for whom grants are payable shall normally attend not less than two hours during each school-day. A school-day shall be a day upon which a child attends for not less than two hours.

112.(160 (1)) Each chapter or organization conducting a school referred to in these regulations shall, as a condition of payment of moneys to the Association to the credit of the said chapter or organization by a Board, by the 31st day of January of each calendar year, submit an audited financial statement for the previous calendar year and a detailed estimate of revenue and expenditure for its school for the current calendar year to each Board concerned, to the Ministry, and to the British Columbia Association for the Mentally Retarded. The chapter shall also provide from time to time, such reports, returns, or information as the Board and the Ministry may require.

SECTION 158

Except as provided in this Act or the regulations, a board of a school district may impose on and recover from the parent or guardian of a pupil who is attending a school in the school district and

(a) who resides in an area not in the Province; or

(b) who is enrolled in a summer school class established under section 160 (a) offering instruction in a program not included in the Provincial curriculum,

a fee for tuition in accordance with the regulations.

SECTION 159

(1) Fees for school accommodation and tuition may be collected in advance, monthly or at the end of each school term or school year, as the board imposing the fee decides.

(2) A board may sue for and recover all fees imposed under this Division in a court of competent jurisdiction.

(3) All fees for school accommodation and tuition received or recovered shall be accounted for as part of the funds available for expenses of the board.

(4) A board may refuse to admit to school a pupil in respect of whom tuition fees which may be and are charged by the board are delinquent.

SECTION 160

The board of a school district may,

(a) in accordance with the regulations, maintain and make available one or more classrooms in a school building and employ a sufficient number of teachers for the instruction of pupils during the summer vacation, and the expenses incurred shall be borne and paid as part of the expenses of the board;

(b) admit to the schools in the school district, on payment of fees prescribed by the board under this Act, persons of school age residing outside the school district;

(c) provide school accommodation and tuition to persons over school age

(i) free of charge where the person is enrolled

(A) in an elementary or secondary school; or

(B) under paragraph (a) in a program included in the Provincial curriculum; or

(ii) either free of charge or subject to tuition fees, in the discretion of the board, for any other enrolment or program,

and for that purpose, if the approval of the minister is obtained, authorize the establishment and maintenance of the facilities the board considers necessary;

(e) authorize for use in public schools in a school district a course of instruction designed to meet local occupational or other needs, including, in accordance with the regulations, work experience for pupils;

(g) authorize the establishment and maintenance of education programs in day or night schools for the instruction of persons of 15 years of age and upwards who desire to obtain instruction in the ordinary courses of study prescribed for the public schools, or in industrial arts or home economics or in agricultural, commercial, technical, vocational or any other subject deemed desirable by the board and approved by the ministry; but no class in such an education program at which the number of persons in regular attendance is less than 10 shall qualify for ministerial grant;

(h) with the minister's approval, establish and operate special classes to educate and train mentally retarded children under the regulations; and

(i) close a school or class established under this section.

SECTION 181

(1) The Minister of Finance shall pay in each calendar year to the board of each school district a basic grant for that year, which shall be the difference between the cost of the basic education program for that school district, as finally approved by the minister, and the amount which can be raised in that school district by a basic levy.

(2) The cost of the basic education program for each school district for the calendar year shall be calculated by adding

(a) an amount determined in accordance with section 182 which multiplied by the number of approved instructional units determined in accordance with section 183, will be the total amount of essential operating expenses for administering, operating and maintaining all schools in the district; and

(b) an amount determined in accordance with section 182 which will be the total amount of all essential operating expenses for all auxiliary services provided in the school district.

(3) To determine the basic grant, the amount which can be raised by a basic levy shall be deemed to be the amount which can be raised for the calendar year on the net taxable value of land and improvements in the school district by a basic levy determined for that year by the Lieutenant Governor in Council.

(4) The basic grant and the amount which can be raised by a basic levy shall be adjusted by deducting from either or both, in the amount and manner specified by the minister, the amount of any surplus accrued in the immediately preceding calendar year and the amount of any miscellaneous revenue accruing in the current calendar year comprised in the annual budget of the board.

(5) Where in any calendar year, as a result of circumstances which the minister believes are beyond the control of a board, there occurs an increase in the operating expenses included in the budget of a school district as finally approved which causes those expenses to exceed the cost of the basic education program in an amount that, notwithstanding the payment of a basic grant in an amount as determined under subsection (1), would result in great public inconvenience or public hardship, or grave injustice to taxpayers in the school district, the Lieutenant Governor in Council may authorize, when deemed right and conducive to the public good, a supplementary grant payable by the Minister of Finance up to an amount that bears to the increase in operating expenses the same ratio that the basic grant bears to the cost of the basic education program.

(6) The board of each school district shall assume as its obligation the amount by which the total budget of the school district for operating expenses exceeds the sum of the basic grant and any supplementary grant calculated under this section.

REGULATIONS PERTAINING TO SECTION 181 OF THE SCHOOL ACT (Public Schools Act Regulations, 1979 is the source used. SA 181 = PSA 180)

124.(180 (2)) No amounts shall be allowed in the determination of the essential operating expenses of a Board of a school district with respect to the conveyance of pupils unless the routes followed by the motor-vehicles, and the sizes of the motor-vehicles, have been approved by the Ministry.

124A.(180 (2)) No approval shall be issued by the Ministry with respect to routes operated to convey pupils to summer schools, but transportation assistance may be allowed in accordance with the provisions of section 126 of these regulations.

125.(180 (2)) Where conveyance of pupils is provided by a Board, either by motor-vehicles owned and operated by that Board or by motor-vehicles contracted for by that Board, the amounts allowed as essential operating expenses of that service under section 181 (3) of the Act shall not exceed the amount calculated on the basis of the cost per mile of operation of such motor-vehicles on conveyance routes approved by the Ministry.

126.(180 (2)) When parents in an isolated area, where there are an insufficient number of pupils to establish a motor-vehicle route or a school of the appropriate grades, wish to provide school transportation for their children, the Board may pay, upon application from the parents, a transportation assistance allowance, but, for the purposes of subsection (3) of section 181 of the Act, the amount calculated in respect of such transportation assistance shall not exceed an amount determined by the Ministry based upon the number of pupils carried and the mileage. Transportation assistance may also be paid with respect to a child who is physically handicapped or attending a kindergarten class, but in such cases the provisions of regulation 129 do not apply.

127.(180 (2)) Where forms of conveyance other than those included in regulations 125 and 126 are used, the amounts allowed under subsection (3) of section 181 of the Act shall be such amounts as are approved by the Ministry.

128.(180 (2)) Reports from school districts in respect of operating expenses necessary for the conveyance routes operating within school districts shall be submitted to the Ministry in such form and in such manner as may be required.

129.(180 (2)) Grants shall be paid with respect only to the conveyance of pupils

(a) who are enrolled in Grades I, II, and III, and who live more than 2½ miles by the nearest passable road from a public school in which there is a grade for the pupil;

(b) who are enrolled in Grades IV to XII, inclusive, and who live more than 3 miles by the nearest passable road from a public school in which there is a grade for the pupil.

SECTION 182

(1) Subject to this section, the amount for each instructional unit to be used in calculating the cost of the basic education program under section 181 shall be the amount obtained by dividing the total operating expenses of the boards of all school districts for administering, operating and maintaining all the schools in the districts as determined for the preceding calendar year by the number of instructional units determined for that year under section 183.

(2) The total operating expenses of the boards of all school districts referred to in subsection (1) shall, unless the Lieutenant Governor in Council otherwise directs, only comprise the amounts specified by the minister as eligible for a basic grant under section 181 and shall not include the operating expenses of an auxiliary service taken into account for the purposes of section 181 (2)(b).

(3) The amount for each instructional unit may, by regulation, be adjusted by all or part of the change in the Consumer Price Index for Canada published by Statistics Canada under the "Statistics Act" (Canada) for the year ended the preceding August 31.

(4) The total amount of essential operating expenses of a board of a school district for all auxiliary services in the school district to be used in calculating the cost of the basic education program under section 181 shall only comprise the amounts determined for the preceding calendar year in accordance with the regulations, or as specified by the minister as eligible for a basic grant under section 181.

(5) The total cost of the basic education program under section 181 calculated for all school districts on a Province wide basis shall not be less than 95% of the total operating expenses for all school districts determined under this section.

SECTION 193

The Minister of Finance shall pay, out of money appropriated by the Legislature for that purpose, all expenses of establishing and maintaining and operating a Provincial school under this Act.

SCHOOL ACT AND REGULATIONS.

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APPENDIX 1

Precis of the planning document,

THE DEVELOPMENT OF COMPREHANSIVE PROGRAMS AND SERVICES IN SPECIAL EDUCATION

Developed by the Special Education Branch, Ontario Department of Education, Province of Ontario, Toronto, Ontario, 1971.

INTRODUCTION

COMPREHENSIVE PLANNING OF SPECIAL EDUCATION PROGRAMS AND SERVICES

A comprehensive Special Education program for exceptional children is designed to provide instructional and supportive services in addition to or in lieu of the regular education program. When special provisions are required to meet the educational needs and/or capabilities of exceptional children, the development of a comprehensive program of Special Education services within a school district requires the use of both long and short range planning by the individual school district and by the schools under the jurisdiction of the Board of School Trustees.

Educational planning is a broad, comprehensive process for designing, initiating, and evaluating necessary changes in the educational system. Planning is a continuous long range activity. The major purpose of educational planning is to establish program goals and objectives and to illustrate the use of human and material resources to accomplish these goals.

It should be possible for each school district to develop a comprehensive five-year plan for the provision of Special Education programs and services. This type of planning assists the Board of School Trustees in developing and extending Special Education services in an orderly and systematic fashion based upon exceptional children's educational needs and the school board's growing capability to provide programs and services to meet those needs.

Within the realm of decision making the art of deciding on priorities is a key element. In a day of cost-benefit analyses, accountability, and fiscal restraint, the need for realistic planning in education is important. Problems need to be analysed and approached objectively. Alternatives must be weighed and choices made with a sense of balance and continuity and must be reflected in the budget's design.

Crisis management characterizes a hit-and-miss, piecemeal approach to educational planning. A planned system for providing programs and services on behalf of all children who require Special Education ensures and gives definition to equality of educational opportunity for children and youth in British Columbia.

The following planning format is presented as an instrument by which school trustees may objectively assess their provisions and their needs for service in the field of Special Education. Additional assistance is available through the Special Programs Branch of the Ministry of Education.

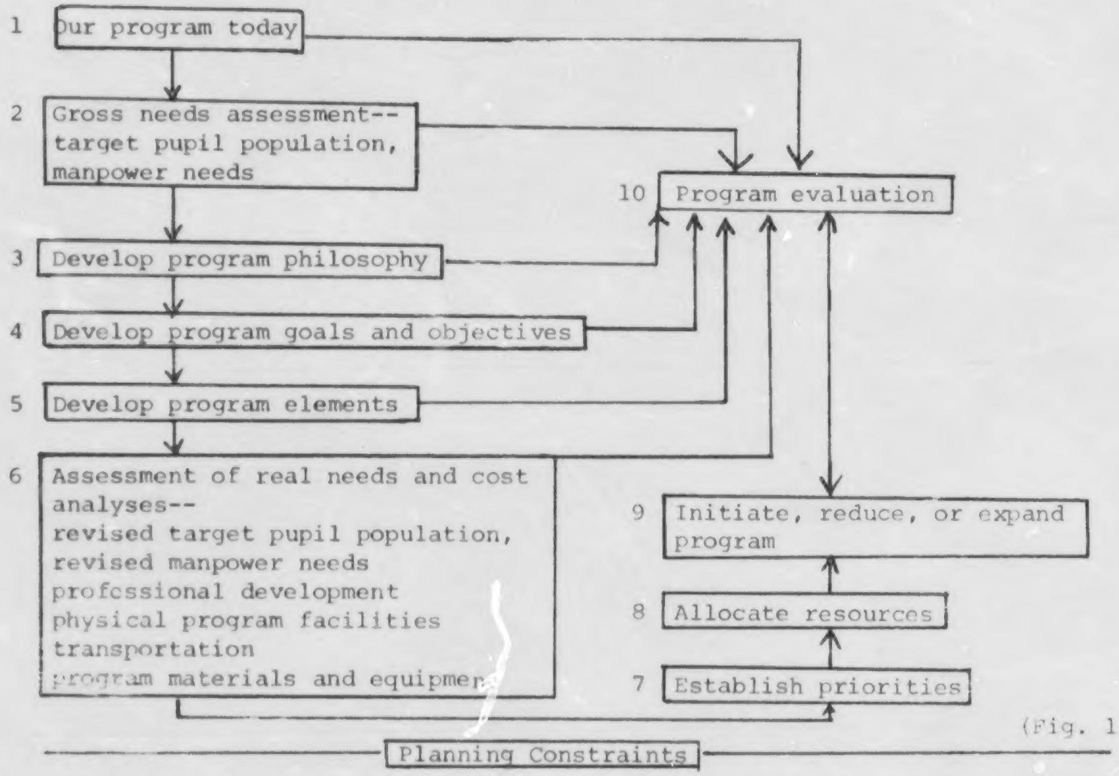
THE PLANNING PROCESS

In developing a comprehensive plan for Special Education services for a three or five year period, the board will draw upon a variety of its own human resources, including administrative and instructional personnel in regular as well as Special Education programs.

The following chart presents a model which may prove helpful in developing a comprehensive plan for Special Education services for a three or five year period. The planning process necessitates developing each area of the model for each of the three or five years.

The planning strategy suggested by the model is outlined in considerable detail in the sections that follow. Each section is identified for convenient reference with specific model stages. It should be noted that the model serves a dual purpose. It illustrates the planning process for a single school to establish its local development program in Special Education, and by combining the individual school units the total model is formed. Strategies should be designed for the co-ordination of individual school participation in the co-operative production of a planned system.

THE PLANNING PROCESS IN SPECIAL EDUCATION


1 Our program today
2 Gross needs assessment-- target pupil population, manpower needs
3 Develop program philosophy
4 Develop program goals and objectives
5 Develop program elements
6 Assessment of real needs and cost analyses-- revised target pupil population, revised manpower needs professional development physical program facilities transportation program materials and equipment
7 Establish priorities
8 Allocate resources
9 Initiate, reduce, or expand program
10 Program evaluation
Planning Constraints

(Fig. 1)

DEVELOPING A PROGRAM PHILOSOPHY

The basis of comprehensive planning is the formulation of a philosophy for Special Education. This philosophy should reflect the purpose of Special Education and its relationship to the continuum of educational services that meet the variety of individual learning needs within the area served by the school board. In general, the philosophical statement should be a consideration of education needs rather than a series of handicapping conditions in programming for exceptional children. The philosophical statement can be translated into a set of operational objectives for the board. A philosophy of Special Education should not become a primary constraint which focuses the direction of the planning effort towards exceptional children's educational needs rather than the individual needs of all pupils. Special Education, then, must be only one component of the whole educational enterprise of the board.

DESCRIBING OUR BELIEFS, POLICIES, AND COMMITMENT

This is the most difficult and important part of planning. The board must set out its beliefs about the provision of Special Education programs and services. The text should be in the form of operational goal statements--statements that point to action, that are realistic, that suggest the measurement of success or failure, and that demonstrate readiness to accept accountability.

There is an unavoidable looseness in any description of particular programs and services in Special Education. It is not an area of education that leads to hard decisions. For example, considerable controversy exists over the question of whether pupils in Special Education programs should be integrated with pupils in regular classes as far as possible or whether they should be grouped in special classes. This controversy tends to centre around educational programs for children with cognitive defects such as mental retardation or other learning disabilities. There is general agreement that exceptional children, such as speech-handicapped children, gifted children, and children with impaired vision, can be educated effectively in regular classrooms if they are provided with appropriate specialized help as needed. Proponents of integrating handicapped children with other pupils emphasize that social cohesion will be facilitated, but it has been pointed out that social cohesion will not be accomplished by integration alone. The problems involved differ with each type of handicap.

Attention should be directed to developing flexible arrangements whereby the optimal placement of children can be accomplished, that is, attention should be directed to instructional practices and procedures rather than to grouping per se.

PLANNING CONSTRAINTS

In initiating a comprehensive planning process, the planning staff must be aware of the variety of constraints that may define and limit the planning efforts. Planning constraints for developing a comprehensive Special Education program include:

1. definitions of children to be served, and programs and services to be developed;
2. policies and procedures developed by the board;
3. planning capabilities of local staff;
4. time limits for developing and implementing the local Special Education program;
5. available resources - human, technical, and financial;
6. sensitivity of school staffs and principals to the needs of children.

The planning constraints must be considered at each stage of the planning process; educational planners should evaluate planning efforts in light of the constraints that affect the planning process.

In the setting out of a plan of programs and services for all children within the board's jurisdiction, equality of educational opportunity can only be provided if appropriate educational and training programs are made available to exceptional children. A number of the following variables affecting the organization, the dimensions, and the quality of education will have to be taken into account. In "Creating our Plan" the board should direct its services to reflect the uniqueness of its jurisdiction.

DESCRIPTION OF BOARD JURISDICTION: VARIABLES AFFECTING PLANNING

1. Economic, geographic, and other demographic variables.
2. Population distribution, growth or decline.
3. Secondary school distribution with elementary schools served.
4. Community resources available to aid with provisions for needy children.
5. Factors affecting future growth or decreases in population to be served.
6. Areas of co-operation and shared board and community agency services.
7. Provincial institutions existing to provide services to the board and to place students into community schools.

8. Regional services available for pupil referrals.

9. Special assessment, programming, and rehabilitation services available.

10. Other.

DEVELOPING PROGRAM POLICIES

To operate an effective and comprehensive Special Education program school districts will need to develop policy statements to guide personnel to co-ordinate programs in Special Education. Policy statements should delineate the roles of administrative and supervisory personnel, supportive personnel, and instructional and paraprofessional personnel, and should clearly define the relationship between Special Education and regular education personnel. For example, if a crises teacher is employed, the following questions will have to be answered:

1. What will be the relationship between this teacher and the regular elementary or secondary guidance counsellor?

2. What services will the helping teacher provide?

3. What are the limits of that teacher's responsibility?

Therefore, policy statements are required that will define the areas common to Special Education and the total educational program, and which will delineate the individual elements of Special Education, which should be developed in conformance with the aims of the district's total educational program.

DEVELOPING PROGRAM GOALS AND OBJECTIVES

Comprehensive Special Education program planning requires the development of goals and objectives in terms of administrative and instructional processes as well as of student products.

"Administrative and instructional processes" refers to the systems developed to deliver services to exceptional children. "Student products" are described in terms of changes in student behaviour expected as a result of the processes developed to meet the educational needs of these children. Goals are written in terms of what is to be accomplished and do not concern themselves with how it is to be done. An administrative-process goal might be to establish an administrative organizational structure for Special Education services; an instructional-process goal might be to increase the number of exceptional children who are placed part-time in a regular class setting.

Program objectives are developed to specify one or more stages of the more general goals. Based on the assessment of needs for program development, student products for each program component need to be developed as behavioural objectives for each year of the three or five year plan so that progress towards achievement can be measured or determined. A behavioural objective for student progress might be that the pupils identified as learning disabled mentally handicapped would evidence an increase in reading comprehension of at least three quarters of a grade level as measured by achievement test scores at the end of the school year.

Program goals and objectives will form the basis for determining the necessary program elements. Further, the goals and objectives offer constructive constraints for developing the next portion of the planning model.

DEVELOPING PROGRAM ELEMENTS

Program activities and services provide the mechanism through which program funds are directed. For each goal and concomitant series of objectives (whether they deal with the administrative/instructional processes or student products) appropriate program elements should be provided.

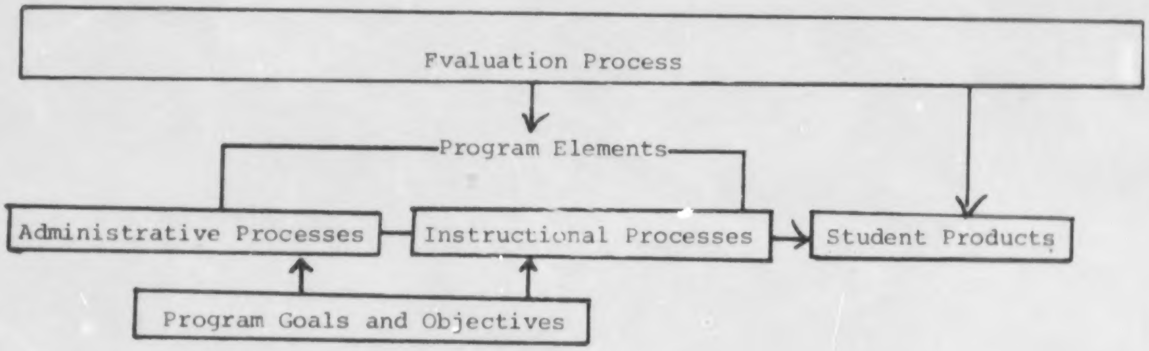


Figure 2

Figure 2 illustrates the relationship between program elements and goals and objectives.

To develop program elements that are adequate for each year of the three or five-year plan, the planning should include:

1. Human resources. Administrative and supervisory personnel, supportive instructional staff, and paraprofessional personnel should be described in terms of numbers required and special competencies needed for each position for each of the three or five years. The relationship and use of regular education personnel should also be included. Major changes in personnel utilization for each year of the plan should be indicated. The use of consultative personnel should also be included in this part of the planning document.

2. Staff development. Changes in Special Education services necessitate a re-evaluation of personnel needs in order to develop or extend skills and competencies of existing or new staff members, individually or in groups. The local educational planners should analyse staff capabilities to deliver Special Education services, identify in-service training needs, and develop objectives for in-service programs and activities (on-the-job training, workshops, short courses, etc.). The planning staff should identify area consultants, such as university or college personnel, regional personnel, etc., and determine methods for utilizing such professionals where feasible.

3. Program activities and services. The following points should be kept in mind:

   (a) the major focus of the program elements (Is the program of activities additional to, supplementary with, or different from those provided in the regular school program?);

   (b) the program location and projected needs for physical facilities on a three or five-year basis;

   (c) the length of the program and the general time schedule for program elements;

   (d) the systematic adaptation or modification of teaching materials, equipment, and methods for the instruction of exceptional children;

   (e) the interrelation of the Special Education program with other program components of the board and with other community agencies that provide services to exceptional children;

   (f) the instructional arrangements should be described (helping teacher, learning assistance teacher, etc., or a combination of such co-operative units to be employed for instructional purposes);

   (g) local educational planners will want to determine whether school instructional arrangements are necessary.

4. Pupil personnel services. Educational planners should indicate the kinds of services to be initiated, developed, or expanded for each year of the three or five-year planning period, and the educational and/or other specialists who will be involved.

COMMUNITY RESOURCES AS PLANNING FACTORS

The involvement of professionals from various disciplines in the local community, region and province is an area that has been substantially neglected, a fact emphasized by the Commission on Emotional and Learning Disorders in Children (C.E.L.D.I.C.) in their report, One Million Children. The community professionals represent an array of services that may eliminate the need for the board to provide such services from its own staff or to bypass the collection of needed information because the local staff lacks the expertise for such services.

Some of the issues that need to be explored in the use of community organizations or agencies are:

1. What efforts have been made to involve such organizations in the planning stage of the boards developmental design?

2. What procedures have been established for the dissemination of information on a regular basis to keep such agencies informed about the progress of the project?

3. What commitment are these agencies willing to make to the school to assist in the area of appraisal service, consultant service, or in-service training of the staff of the school?

4. What role will the following organizations be able to play in the school division's effort to implement the plan for Special Education?

    (a) local and/or regional medical society;

    (b) local and/or regional human resources office;

    (c) local and/or regional health department;

    (d) community mental health centres;

    (e) private practising psychologists;

    (f) local universities, community colleges (If none are available, can some other geographically appropriate institution be substituted?);

    (g) parent organizations, such as home and school and parent-teacher associations, the British Columbia Association for the Mentally Retarded, the British Columbia Association for Children with Learning Disabilities, Pacific Association for Autistic Children and others;

    (h) news media or other forms of community information-dissemination services;

    (i) other?

ASSESSING REAL NEEDS AND COST ANALYSES

PROGRAMMING

Within the legal and philosophical constraints that surround the planning process, the next major effort of the planning activity is to develop a strategy for the assessment of program needs. Total needs assessment for Special Education program planning includes:

1. Educational needs. Demographic data on population should be secured to determine the number of children and youth to be served. The detailed planning approach developed in this handbook uses incidence data to establish a bench mark, which will need to be modified after appraisal procedures have been carried out for the specific system under review. The use of incidence data is a technique, not a blueprint. Pilot systems contributing to this planning exercise have found the probable definition of need by incidence to be a useful factor of the planning design.

Additional demographic data that needs to be secured and analysed includes:

(a) a breakdown of the number of children to be served according to instructional level for pre-kindergarten, kindergarten, primary, intermediate and senior divisions;

(b) a description of the socio-cultural characteristics of the population to be served, noting any special characteristics (such as ethnic distribution, socio-economic status, etc.) which might require program modifications;

(c) an indication of the numbers of exceptional children (classified by area of exceptionality) who will participate in Special Education program. The total number of children to be served should be an unduplicated count, that is, not accounted for in another program;

2. Personnel needs. The personnel needs for a comprehensive Special Education program in the local school division should be determined for administrative, supportive professional, instructional, and para-educational personnel by considering the numbers of children to be served.

PUPIL APPRAISAL: SOME CONSIDERATIONS

There are many issues involved in examining the total school population. In order to determine the most appropriate direction for a school board to follow in its development of a planned program in Special Education, the board should carefully examine its entire school population--those children who are being served in the school, those who are not being provided with an appropriate program by the individual school, those who have dropped out of school, and those who, for some reason, are ineligible to attend school.

At this point and throughout the planning exercise, the application of these techniques is valid at the individual school level (the micro-planning point) and at the total system level (the macro-planning point). The strength of the latter depends upon the planning perceptiveness and expertise developed at each school.

Some boards will find it useful to employ group techniques with school staffs to stimulate an awareness of the jurisdiction's Special Education situation and of the dimensions involved.

Some of the issues to be explored are:

1. What are the strengths of the school district in educational program planning?

2. What are the weak areas of educational program planning for the entire school population?

3. What are the economic and ethnic distributions, within age groups and within certain school populations, which would require program considerations?

4. Are there age or ethnic groups that need more intensive educational programs?

5. What are the academic achievement standards on group achievement tests by age group in the school district?

6. Do any of these achievement standards point out the areas of the division that need special attention?

7. In the school district why have some students "dropped out" of school? Has the program failed them? Are there changes that could be made to the program to encourage students to continue with their schooling?

8. What are the means of identifying and developing services for the age group three to five?

9. Instructional arrangements and physical facilities of existing schools should be analysed to determine where program components and personnel might be housed. Projected needs might include the need for new physical facilities, or they might show that by implementing a variety of instructional arrangements (such as helping teacher, resource-room teacher, crises teacher, and so forth) the Special Education program could be effectively carried out. Realistic strategies should be developed to serve as many exceptional children as possible.

10. Curriculum and materials. Considering the educational needs of exceptional children and the instructional arrangements available, comprehensive Special Education program planning must examine ways in which curricula can be developed, modified, or added to for the effective education of exceptional children. Is there a need to develop new curricula? to modify materials and media? to purchase special materials?

11. Diagnosis and appraisal. The Special Programs Branch of the Ministry of Education has prepared this document to aid local educational planners

in understanding, developing, and implementing the appraisal process at the local level. A comprehensive Special Education program suggests that the board may want to utilize other community agencies or individuals to aid in the appraisal process. The educational planners, then, should examine local needs for student appraisal and analyse all existing resources that might aid the school jurisdiction in meeting this need.

One of the cornerstones of any plan for Special Education is the district's capability to secure the appropriate information from pupil appraisal services which will allow for effective educational prescription., A school district has many vehicles for securing such appraisal services. Among these are:

1. the allocation of staff to the project (including teachers, aides, and supportive professionals);
2. monies allocated specifically for appraisal;
3. monies allocated for consultants (some of which could be used for appraisal of the information the board will request to meet its needs);
4. other school personnel (assigned regularly to perform certain appraisal services for the board);
5. the capability of parents to secure information, which would require no financial outlay by the board;
6. regional diagnostic, assessment, and treatment centres;
7. other resources. (The board should exercise its creativeness in order to formulate comprehensive services in pupil appraisal. This will require considerable time and effort in the planning and coordination stage. Full utilization of such strengths, however, will increase not only the effectiveness but also the efficiency - mainly in hours per pupil - in moving through the intensiveness of the appraisal design.)

The program of appraisal developed by a local school should consider: present staff and community capabilities, specific responsibilities and activities for each, plans for increasing these competencies (and the period of time involved), and implementation for greater efficiency and less time loss in securing the needed data for individual pupil prescription.

Descriptive statements clarifying the positions taken by the school board on all of these issues should be incorporated into this plan and submitted.

Having taken into consideration a number of planning variables that have significant relevance to program development (that is, a philosophy of Special Education, program goals and objectives, pupil-appraisal techniques, development of program elements, etc.) the board will have to make firm decisions as to the dimensions of comprehensive services in Special Education.

Further, the final stages of the planning must:

1. identify the proposed costs for the professional development of staff in Special Education;

2. create a description of accomodation charges for housing the proposed program;

3. analyse the transportation costs attending the development of the plan;

4. establish costs for instructional materials.

Annual updating of this report, based upon the basic elements of this plan, will enable school boards to meet changing needs. Ongoing evaluations of implemented planning elements will facilitate realistic annual updating.

Finally, a summary of the five cost-areas in Special Education provided the board with a concise overview which can be used to determine the commitment to be undertaken over a three or five-year period of implementation.

Provisions are also made for the submission of alternative summaries of program costs.

APPENDIX 2

THE PRINCE WILLIAM MODEL

A PLANNING GUIDE FOR THE DEVELOPMENT AND IMPLEMENTATION OF FULL SERVICES FOR ALL HANDICAPPED CHILDREN

Published by National Association of
State Directors of Special Education.

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Washington, D.C. 20036
(202) 833-4193

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1976

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Foreword

Special Education in Prince William County took a great step forward in the past year with the development of the Planning Model as described herein. The initial leadership effort with the plan evolved as a joint venture of our local school system and the Division of Special Education, in the State Department of Education in Richmond. The Division of Special Education assisted both in funding and encouragement as well as advice at critical stages of the development of the Model.

I commend the National Association of State Directors of Special Education (NASDSE) for their assistance and guidance in our planning process leading to this Model; and a special word of thanks should be given to NASDSE's Executive Director, Dr. Richard Galloway, for the numerous hours he spent with both local and State staff members in seeing this effort through to completion.

It has been said the schools are the reflection of the public and as such are unable to accept change readily. However, in my professional life, I have found that lay boards and parents are far more willing to take greater risks and to accept change than the professional staff. The development of this Model proved to be no exception. Both the parents and the members of the Prince William County School Board are to be congratulated for their leadership and willingness to explore new territory.

It is our sincere desire that this Model will be beneficial to other local educational agencies throughout Virginia and the country as they move forward in their efforts to develop full services for all handicapped children within their charge.

MILTON L. SNYDER
Division Superintendent,
Prince William County Public Schools, Virginia

Acknowledgements

This Special Education Program Model is a product of a participatory planning process conducted in the public schools of Prince William County, Virginia, following a recommendation by the County School Board. The planning activities involved more than 50 persons, including the Division Superintendent and his executive management team, principals, supervisors of special and general education, special class and regular teachers, support service personnel, and parents. Their names are listed at the end of this publication.

The planning activities leading to development of the program model were made possible by a grant to the County from the Division of Special Education, Virginia State Department of Education. Technical assistance in the design and implementation of the planning activities was provided by the National Association of State Directors of Special Education, Inc., through a contract with the County School Division.

The leadership of Dr. Milton L. Snyder, Superintendent of School Services, and the members of the Prince William County School Board in initiating the activities leading to the development and adoption of this program is recognized as the type of forceful, forward-looking direction which executive managers of school systems across the country must take in creating appropriate educational programs for all handicapped children.

Special recognition must be given to Dr. William Helton, Associate Superintendent of School Services, for his leadership role in developing the funding proposal as well as in coordinating all planning activities and the technical assistance provided by NASDSE personnel.

Finally, the program model would not have been developed without the thousands of hours contributed by supervisors, principals, teachers, and parents in the Prince William County school system. Their time was given from busy schedules in the belief that their efforts would be compensated through the provision of better services to handicapped children. Further reward to all who participated in the development of this program will come as other local education agencies use this program model in reviewing their own existing programs and planning new or more responsive services and programs for handicapped children across the nation.

James R. Galloway, Executive Director
William Schipper, Associate Director
William Wilson, Associate Director
NASDSE, INC.

Use of the Guide

This Planning Guide has been developed to help personnel in local education agencies review their existing special education programs and plan for the development of additional services leading to a comprehensive program of full services for all handicapped children. The guide consists of three major components:

I. A full services model program.

II. Statements reflecting the responsibilities for special education services.

III. Forms for assessing current programs and developing new program elements.

Designation of the Planning Team

It is suggested that the Planning Guide can be used most effectively by involving a multidisciplinary team consisting of administrators, supervisors, principals, teachers — both regular and special class — support personnel, and parents. Although the use of such a participatory planning process may be costly in terms of time and resources, it should return dividends in efficient planning for full services implementation.

Differences of opinion obviously will be found among members of the planning team, with varying views concerning what services should be delivered, the adequacy of existing program elements, personnel needed to deliver and supervise services, and priorities for the use of local resources to implement new program elements.

These differences of opinion are best resolved in the planning process. A full service plan that results from an interdisciplinary planning process has a much greater chance for funding and implementation than a plan prepared by program specialists without their general education and administration counterparts.

The first activity of the planning team should be to review in detail the model program presented in Part I of the Planning Guide, making any necessary revisions to adapt to state laws and regulations. The planning team should then develop statements of responsibility for all those involved in providing a full services program, using Part II as a guide. The final planning process will be to utilize the forms in Part III for a specific analysis of the existing program and planning for the development of additional program elements. Full details on use of each of these component parts of the Planning Guide are given at the beginning of each section.

When the Planning Guide is completed, it should provide a ready reference to the elements existing in the current program, those elements of a full service program that could be initiated readily with available resources and those that will require additional financing. As such, it should represent an accurate needs assessment for accomplishment of a full services program and an estimate of the additional resources necessary to achieve this goal.

SEQUENCE OF ACTIVITIES

PROGRAM MODEL

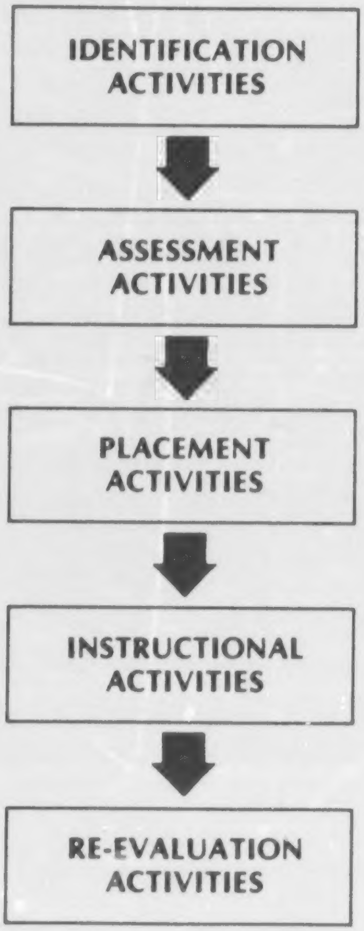
IDENTIFICATION ACTIVITIES
ASSESSMENT ACTIVITIES
PLACEMENT ACTIVITIES
INSTRUCTIONAL ACTIVITIES
RE-EVALUATION ACTIVITIES

Figure 1

I. Full Services Model Program

Introduction

The planning team should, as its first step, review in detail the model program presented below and make any revisions necessary to assure that their revised model is in line with state laws and state Department of Education regulations. (For example, many state laws mandate full services prior to 1978 and specify age ranges that vary for those specified in P.L. 94-142.) Through the review and revision process, the planning team should develop a detailed program description of the full services program model it recommends for implementation.

In this phase of the planning process, it should be recognized that members of the planning team will tend to think of program elements based on the existing program and resources. The team should force itself to think in terms of "what should be" rather than "what is."

This program model was developed through a participatory planning process involving administrators, support personnel, teachers, and parents. The goal of the planning group was to develop a program model from the focal point of the individual student and his or her individual needs. The program was designed to include program elements necessary to meet the requirements of state and federal regulations. Specifically, the program was developed to be responsive to specific provisions of Public Law 94-142, and to provide the following assurances:

- extensive child identification procedures,
- "full service" goal and a detailed time table for attaining this goal,
- complete due process procedures,
- regular parent or guardian consultation,
- maintenance of programs and procedures for comprehensive personnel development,
- special education provided to all handicapped children in the "least restrictive environment,"
- non-discriminatory testing and evaluation,
- policies and procedures to protect the confidentiality of data and information,
- maintenance of an individualized program for all handicapped children,
- an effective policy guaranteeing the right to a free, appropriate public education at no cost to parents or guardians.

Program activities include: Identification, Assessment, Placement, Instruction and Reevaluation. Figure 1 presents the sequence of these activities.

SEQUENCE OF IDENTIFICATION ACTIVITIES PROGRAM MODEL

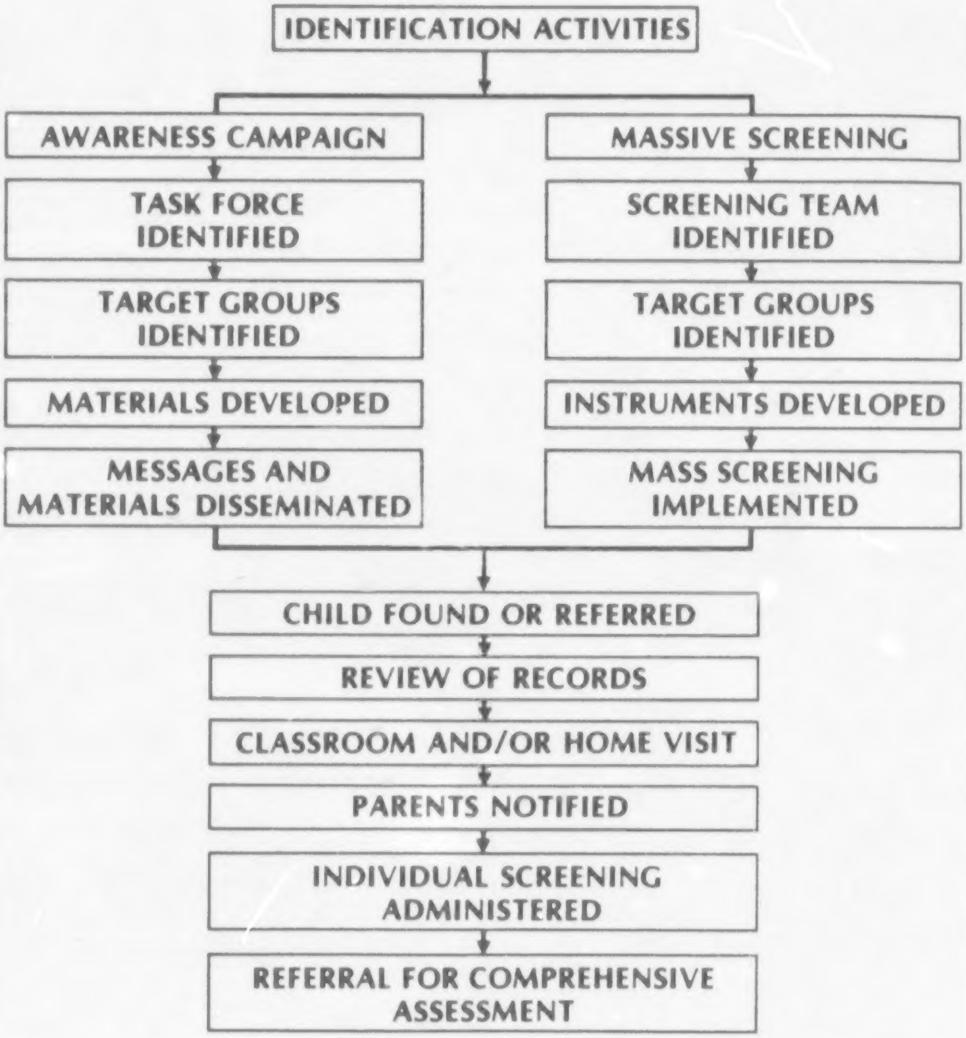
IDENTIFICATION ACTIVITIES
AWARENESS CAMPAIGN
TASK FORCE IDENTIFIED
TARGET GROUPS IDENTIFIED
MATERIALS DEVELOPED
MESSAGES AND MATERIALS DISSEMINATED
MASSIVE SCREENING
SCREENING TEAM IDENTIFIED
TARGET GROUPS IDENTIFIED
INSTRUMENTS DEVELOPED
MASS SCREENING IMPLEMENTED
CHILD FOUND OR REFERRED
REVIEW OF RECORDS
CLASSROOM AND/OR HOME VISIT
PARENTS NOTIFIED
INDIVIDUAL SCREENING ADMINISTERED
REFERRAL FOR COMPREHENSIVE ASSESSMENT

Figure 2

Identification Process

Definition: Identification is the ongoing process of locating and screening suspected exceptional children for special education services. The sequence of activities in the Identification Process is reflected in Figure 2.

Purpose: The purpose of the Identification process is to seek out, locate and identify those exceptional children within the jurisdiction of the division between the ages of 3 and 21, who are either not receiving an education or who are receiving inadequate educational services.

Policy: It is the policy of the Local Education Agency to assure that all children between the ages of 3 and 21 residing within the jurisdiction of the LEA who are exceptional, will be identified, located, screened, and referred for appropriate special education services. It is also the policy of the LEA that in doing so, there will be assurances of the protection of confidentiality and the rights of parents and children.

Awareness

A Local Education Agency awareness campaign will be organized and implemented to generate referrals for screening and to inform and educate community members concerning the right to a free and appropriate education for all children.

1. The campaign will be conducted in a systematic manner to emphasize:
    a. the nature of normal child development,
    b. the nature of exceptional developmental patterns,
    c. early signs of exceptional developmental patterns,
    d. the need for early intervention,
    e. the scope of special educational and related services available, and the persons to contact regarding these services,
    f. the right to a free and appropriate education.
2. The activities of the campaign will be planned to involve parents and community members to the fullest extent possible.
3. Those specific target groups to be contacted directly by the most appropriate means will include, but not be limited to:
    a. members of the educational community, specifically: administrators, supervisors, principals, assistant principals, guidance counselors, psychologists, *all* teachers, aides, secretaries, local private day school and day care center staffs, residential school staffs, college and university staffs;
    b. parents of children with potential educational handicapping conditions;
    c. members of the medical community, specifically: pediatricians, obstetricians, ophthalmologists, orthopedists, optometrists, dentists, neurologists, general practitioners, otolaryngologists, psychiatrists and other specialists;
    d. persons in professional capacities in hospitals and clinics and private practice;
    e. personnel in public agencies such as: public health, welfare, mental health, unemployment, vocational rehabilitation, counseling centers;
    f. members of service groups, including: Lions, Elks, Welcome Wagons, American Association for University Women, Boys Clubs, Girls Clubs, Easter Seals, United Cerebral Palsy, and Mental Health Association;
    g. parent organizations such as: Association for Retarded Citizens, Association for Children with Learning Disabilities, Parent/Teacher Associations, Programs for Enrichment of the Gifted;
    h. church members and groups;
    i. legislators and political groups;
    j. cultural (national) groups or clubs,
    k. professional organizations.
4. The public information and awareness campaign will utilize a variety of materials and media to communicate effectively with a diverse and scattered population. For example, the campaign will:
    a. place ongoing advertisements, news releases, and feature articles in newpapers and agency newsletters;
    b. schedule monthly advertisements, news releases, spot announcements, and interviews in statewide public broadcasting systems, radio and television;
    c. create, design, and place posters, bulletins, and brochures in appropriate locations;
    d. distribute referral postcards in: doctors' offices, school mailings, bank statements, payroll check mailings, utility bills, church bulletins, welfare checks, community stores, and libraries;

e. distribute an updated booklet describing school and community resources;

f. provide community groups with personal contacts via speakers, forums, educational training, and interviews with school personnel;

g. provide an open telephone line which will respond to those desiring information and/or assistance.

Screening

A system will be established for screening suspected exceptional children to determine the need for referral to assessment. Acceptable conditions will be indicated for the waiver of screening tests, such as: (1) the parents have already arranged for equivalent assessment results to be submitted to the school, (2) the equivalent assessment data have been obtained within the six months prior to identifying the child and have been made available to the school, or (3) the parents waive screening in preference to an independent evaluation. Procedures to follow when the decision is reached not to screen a child who has been referred will be determined.

1. The procedures for handling incoming referrals for screening shall consist of:
    - a. completion of a standard registration form;
    - b. check of all records to determine possible need for services. Records to be checked include the following:
        - 1) diagnostic centers
        - 2) speech, language, and hearing centers
        - 3) social service agencies
        - 4) health service agencies
        - 5) mental health centers
        - 6) vocational rehabilitation centers
        - 7) child development centers
        - 8) juvenile services or centers
        - 9) day care centers
        - 10) group homes
        - 11) adoption/foster care agencies
        - 12) private and charitable "care" groups
        - 13) school records;
    - c. exploration of reasons for the educational problem;
    - d. securing written parental permission for individual screening by:
        - 1) notifying the parents in the language of the home through the use of registered mail and/or telephone call or personal contact;
        - 2) stating the reasons for the screening request, when someone other than the parent has requested such action;
        - 3) indicating the persons who will institute the process;
        - 4) explaining the procedures to be used;
        - 5) explaining the rights of due process and access to school records;
        - 6) explaining how findings will be used and who will use them;
        - 7) assuring the parents of their full involvement in the results of the screening.
2. There will be two basic types of screening in the effort to identify all exceptional children:
    - a. The process for massive aggressive screening of all kindergarteners, first graders, and preschoolers in day care centers and other public facilities will include specific measures or instruments which:
        - 1) check vision, hearing, speech and language, motor development, conceptual and perceptual development, and psycho/social development;
        - 2) use both observational and performance techniques;
        - 3) use techniques guaranteeing non-discrimination;
        - 4) use a process of analysis by a team of specialists who will refer the student for a complete diagnostic evaluation when necessary.
    - b. The process for screening specific individuals referred through the awareness campaign, such as those who are referred by teachers, parents or surrogates, self-referred, and all drop-outs and mid-year and year-end failures, will consist of:
        - 1) a record check and provision for automatic referrals for screening;
        - 2) subsequent biennial record check resulting in subsequent automatic referrals for screening;
        - 3) follow-through with a screening technique as described for massive screening.
        - 4) an interim placement during the screening and diagnostic process, when necessary.

3. The process for screening all students transferring into the school division will consist of:
    a. review of their records, when available, for handicapping conditions or need for special services;
    b. (if records are not available) either
        1) contact with the last school division attended for access to records, *or*
        2) contact with the home;
    c. (if needs for special education are indicated) a screening or diagnostic technique as well as the standard referral process.

Similar methods for screening will apply to all students referred by teacher, parents, or other persons outside the school division by following the standard referral procedures.

Recommending Diagnostic Evaluation

The process of recommendation for diagnostic evaluation and possible consequent additional service will include:

1. Completion of a standard registration form.
2. Contact with student and parent(s) regarding the need and procedure for the diagnostic evaluation.
3. Inclusion of all relevant screening data as part of student cumulative folder.

Evaluation of the Identification Process

A provision will be made for the evaluation of the effectiveness of the identification, screening, and referral components.

1. The necessary procedures and forms will be created to evaluate:
    a. success of the awareness campaign,
    b. completeness of the screening procedure or technique,
    c. operational value of the referral process, and
    d. the effectiveness of the total identification process.
2. The analysis of such an evaluation will result in:
    a. modification or revision of any component in the identification process,
    b. creation of alternative procedures or components,
    c. dissemination of results and changes to all persons who participate and agencies involved.

SEQUENCE OF ASSESSMENT ACTIVITIES
PROGRAM MODEL

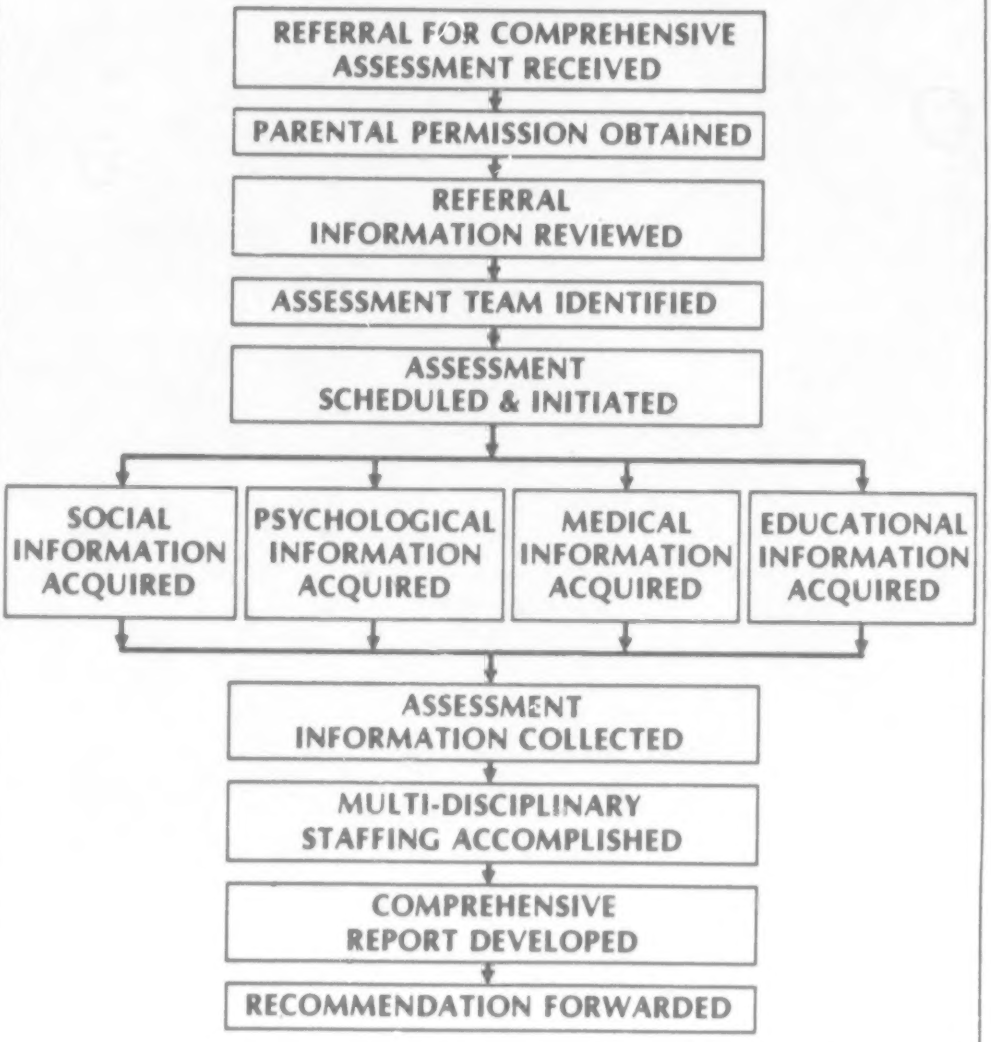
REFERRAL FOR COMPREHENSIVE ASSESSMENT RECEIVED
PARENTAL PERMISSION OBTAINED
REFERRAL INFORMATION REVIEWED
ASSESSMENT TEAM IDENTIFIED
ASSESSMENT SCHEDULED & INITIATED
SOCIAL INFORMATION ACQUIRED
PSYCHOLOGICAL INFORMATION ACQUIRED
MEDICAL INFORMATION ACQUIRED
EDUCATIONAL INFORMATION ACQUIRED
ASSESSMENT INFORMATION COLLECTED
MULTI-DISCIPLINARY STAFFING ACCOMPLISHED
COMPREHENSIVE REPORT DEVELOPED
RECOMMENDATION FORWARDED

Figure 3

Assessment Process

Definition: Assessment is the process of determining student characteristics and functioning of an educational, sociological, physiological, and psychological nature. The sequence of activities in the assessment process is presented in Figure 3.

Purpose: The purpose of assessment is to identify and describe in a written report the child's educational, social, emotional, and physical strengths and weaknesses and to recommend strategies to meet the child's needs.

Policy: All students identified, referred, screened, and found to be in need of assessment will receive a multidisciplinary diagnostic evaluation and a comprehensive staffing to determine their individual needs for specialized programs. In the evaluation process:

- a child will receive tests appropriate to the degree and type of the presenting problem;
- the tests administered will be as free of discrimination as possible considering the population upon which they were standardized and the population to which they are administered;
- the tests will be administered in the child's primary language;
- the tests will be administered by personnel qualified to do so,
- the examiners will be trained to interpret the elements in each test which would be discriminatory against certain populations.

Diagnostic Evaluation

A procedure will be developed, implemented, and evaluated to provide a continuous process for the formal diagnostic evaluation of children who may need special educational services. Such a procedure will encompass a diagnostic delivery system to assure that each child identified, referred, and screened for an educationally handicapping condition will receive a multidisciplinary diagnostic evaluation to describe both strengths and weaknesses.

1. A complete history for each child will be obtained. Such a history will include information from the child, parents, and school personnel, as well as any public or private agencies to whom the child is known. The history will be gathered in the family's primary language with assurances given that such information remains confidential. Only the child, parents, appropriate school personnel, and authorized agency personnel will have access to the information.

   The history will relate to
   - a. a statement of the presenting problem, and
   - b. both individual and family data pertaining to medical, developmental, social, and psychological data, as well as educational and cumulative records.

   A description of family and sibling relationships and the environmental factors and circumstances will also be noted. When available and appropriate, information from other agencies will be included.
2. Both informal and formal observations of the child will be made for a designated period of time. Such observations will be made in both group and individual settings, including the home, school, and community.
3. Any testing procedure will assure in advance that:
   - a. the diagnostic procedure will be explained to the parents in both oral and written form in their primary language;
   - b. the parents will provide written permission for a diagnostic evaluation before any individual testing takes place;
   - c. the parental communication will take place with a surrogate parent/guardian, if parents are unavailable;
   - d. each step of the process will have a definite time line for completion;
   - e. transportation necessary to secure testing will be made available;
   - f. parents will be notified of the diagnostic findings and will be involved before final decisions are made regarding services to be received by the child;
   - g. the child may be involved in the decision-making process when appropriate;
   - h. the assessment information will be confidential and released only to the parents and the child when appropriate, authorized educational personnel, and other agencies when written parental permission has been obtained;
   - i. the parents will have the right and option to seek a third party, independent evaluation.
   - j. a procedure is developed to be followed when parental permission is denied.
4. The diagnostic evaluation will encompass the administration of appropriate tests based on

the information gathered during the screening, history gathering, and observations. These tests may include, but not be limited to:

- a. a general physical examination if there has not been such an examination within the previous six months;
- b. referral for examination by specialists when the general physical examination indicates such a need;
- c. opthalmological examination;
- d. audiological examination;
- e. administration of educational tests to determine strengths and weaknesses, and learning style including:
  - 1) sensory and gross motor testing to determine perceptual motor development and sensory integration,
  - 2) psycholinguistic tests to measure the level of development in the various language functions,
  - 3) developmental assessment to determine the sequence and achievement of maturational levels as appropriate,
  - 4) speech: articulation, fluency, and voice,
  - 5) achievement tests to determine current level of academic performance,
  - 6) vocational interest and ability inventories to determine career potential and interest.
- f. testing of mental abilities where it would be a valuable addition to the child's profile of strengths and weaknesses,
- g. psychological and psychiatric testing when need is indicated by clinical observation or by type and severity of handicap.

Comprehensive Staffing

Multi-disciplinary staffing will be used to analyze and interpret all diagnostic material and to develop a comprehensive written report for educational placement and instructional services for the placement committee.

1. Accumulated data to be analyzed for inclusion in the report will include:
   - a. a statement of the referral problem,
   - b. a review of the diagnostic evaluation findings,
   - c. reports from the parent(s), child, and significant others having previous contact with the child,
   - d. an evaluation of the child's current academic progress, including a statement of the child's learning style, and sources of reinforcement and reward.
2. The written report will reflect recommendations for educational placement and instructional services.
3. The report will be communicated and interpreted to parent(s) of the child, utilizing, when necessary, the person who administered the individual tests.
4. The report will be forwarded to the placement committee.

The Placement Process

Definition: Placement is the process of determining for each child the educational setting within which his/her individual needs can best be met under the least restrictive conditions. The sequence of activities in the Placement Process is presented in Figure 4.

Purpose: The purpose of placement is to assure that the complete resources of the local education agency are organized to address each individual child's needs.

Policy: Through published school policy, each child will be assured that, to the maximum extent appropriate, exceptional children are educated with children who are not handicapped, and that special classes, separate schooling, or other placements apart from the regular educational environment occur only when education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Determination of Need for Specialized Services

Each child's need for specialized services will be determined from the educational staffing report. A child's eligibility for placement in the program of special education will be made in accordance with the criteria for eligibility as specified in the State Board of Education's administrative regulations, which define the conditions under which exceptional, gifted, and talented children can be included in special education programs.

Children determined to be eligible for special

SEQUENCE OF PLACEMENT ACTIVITIES
PROGRAM MODEL

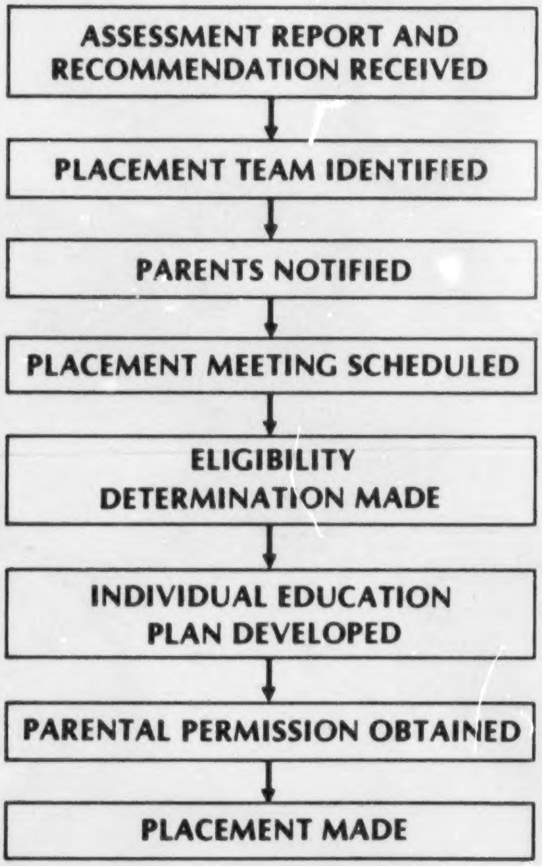
ASSESSMENT REPORT AND RECOMMENDATION RECEIVED
PLACEMENT TEAM IDENTIFIED
PARENTS NOTIFIED
PLACEMENT MEETING SCHEDULED
ELIGIBILITY DETERMINATION MADE
INDIVIDUAL EDUCATION PLAN DEVELOPED
PARENTAL PERMISSION OBTAINED
PLACEMENT MADE

Figure 4

education services will be recommended for an individualized program as specified below. Children not determined eligible for the special education program will be recommended for the most appropriate educational placement within the school division outside of the program of special education. Parents will participate in the development and will approve a written plan describing the educational placement for the student. A due process procedure will be designed and published for the resolution or disapproval or modification of the plan by the parents, guardian, or student

Individual Education Plan: [IEP]

An individualized plan for instructional and support services will be designed for each child determined eligible for special education services. Through each child's IEP, the complete resources of the school division will be available to bear directly on specific strengths and needs as reflected in his/her diagnostic profile and report. Each child's IEP will include the following:

1. A statement of educational strengths and measurable constraints;
2. A description of the program model the child will follow in his/her daily and weekly schedule;
3. A description of the nature and amount of support or auxiliary services to be provided;
4. A statement of the support services or training which will be provided directly to the regular classroom teacher, the special class teacher, the homebound instructor, or the residential staff, and the methods or personnel to be used to provide such services;
5. A statement describing any service(s) which should be provided to the child's parents;
6. A statement of the approximate time to be spent in each component of the child's program model, including dates for beginning each service and anticipated duration of such services for the child;
7. A statement of annual goals or objectives for each child based upon the reason for the particular placement recommended;
8. Designation of the person with primary responsibility for coordinating, implementing, and evaluating the child's plan;
9. A scheduled date for reevaluation and modification of the child's individual plan;
10. A schedule of meetings with parent(s) or guardians and student, when appropriate, to review pupil progress.

Placement Alternatives

The LEA will support and maintain a variety of placement alternatives which will allow maximum flexibility in the design of each child's IEP. Placement alternatives will include:

1. A child placed in a regular classroom who receives supportive and auxiliary services appropriate to his/her needs. These services may be provided through:
    a. an itinerant or resource teacher who assists the regular classroom teacher,
    b. an itinerant or resource teacher who works directly with the child on certain programs,
    c. part-time placement in a resource room for specialized instruction,
    d. any combination of these services;
2. A child placed in a special education classroom and integrated with non-special education students for certain programs or activities;
3. A child placed in a self-contained special education classroom for all or a major portion of each day;
4. A child placed in a self-contained classroom in a special school serving only handicapped children, where the availability and proximity of support services warrant such a placement;
5. A child placed in a private or public day school program that provides instructional and/or treatment services not available in the school division;
6. A child placed in a 24-hour residential program that provides treatment, care, and instructional programs if these intensive services are needed;
7. A child receiving instruction for a specified time in the home or the hospital. The parents of the homebound or hospitalized child may also receive training in methods of care and instruction for the child;
8. A child placed in a diagnostic classroom for a period of time specified by the Placement Committee. This placement may also serve transfer or re-entry students, formerly specified as requiring special education services. All placements in a diagnostic classroom will be temporary, and an ongoing evaluation will be conducted,
9. Services for preschool children, as follows:
    a. The child and his parents may be seen on a regular basis by a special education

teacher in a regular school;

b. The child and his parents may be seen on a regular basis by a special education teacher in the child's home;

c. The child may attend public or private program outside the public school. This program should include services available for parents.

Placement Resources and Services

In order to provide a comprehensive instructional program tailored to the unique needs of each exceptional child, the LEA may provide the following services by qualified personnel:

1. Special education instructional services for ages 2-21,
2. Nursing services to include nutrition and hygiene,
3. Instructional support services for the visually impaired,
4. Occupational therapy,
5. Physical therapy,
6. Speech and language therapy,
7. Dagnostic/educational audiology and rehabilitation,
8. Social work services,
9. Psychological services,
10. Adaptive physical education.
11. Adaptive instruction in specific academic subjects,
12. Music therapy,
13. Vocational and career counseling,
14. Counseling and guidance services,
15. Career development services.

SEQUENCE OF INSTRUCTIONAL ACTIVITIES PROGRAM MODEL

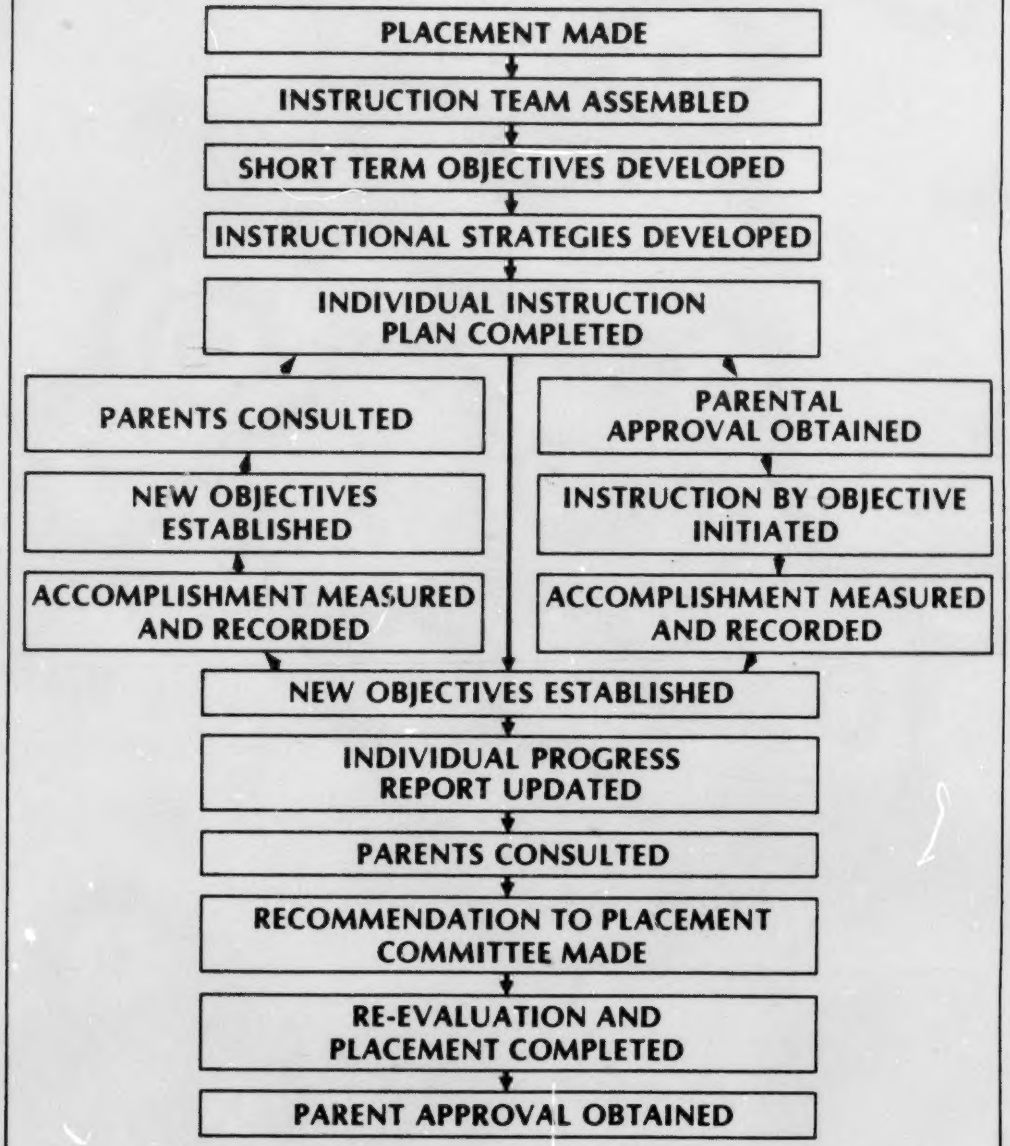
PLACEMENT MADE
INSTRUCTION TEAM ASSEMBLED
SHORT TERM OBJECTIVES DEVELOPED
INSTRUCTIONAL STRATEGIES DEVELOPED
INDIVIDUAL INSTRUCTION PLAN COMPLETED
PARENTS CONSULTED
NEW OBJECTIVES ESTABLISHED
ACCOMPLISHMENT MEASURED AND RECORDED
PARENTAL APPROVAL OBTAINED
INSTRUCTION BY OBJECTIVE INITIATED
ACCOMPLISHMENT MEASURED AND RECORDED
NEW OBJECTIVES ESTABLISHED
INDIVIDUAL PROGRESS REPORT UPDATED
PARENTS CONSULTED
RECOMMENDATION TO PLACEMENT COMMITTEE MADE
RE-EVALUATION AND PLACEMENT COMPLETED
PARENT APPROVAL OBTAINED

Figure 5

Instructional Process

Definition: Instruction is the process of designing and conducting activities to assist students enrolled in the special education program in achieving a series of developmental and sequential short-term objectives. The process leads directly toward the attainment of stated annual goals. The sequence of activities in the Instructional Process is presented in Figure 5.

Purpose: The purpose of instruction is to provide each child enrolled in the special education program with the opportunity for optimum growth through a planned sequence of activities and experiences. The instruction is coordinated so that the total resources of the LEA are utilized as needed to assist each child in achieving individual objectives.

Policy: It is the policy of the LEA that, for every child enrolled in the special education program, an individual instruction plan will be developed to coordinate the activities of all personnel involved in the instructional program of each child. It is also the policy of the LEA that each child's progress toward achieving stated objectives in the individual instruction plan shall be measured and accumulated into an individual progress report which will be reviewed at least annually with the child's parents.

These policies pertain to all children either receiving direct services within the LEA or receiving educational services outside the school in a placement designated by LEA personnel.

Individual Instruction Plan

1. Development of Short Term Plan
   a. *Timing* — Within a period of six weeks following placement, an individual instruction plan will be developed for each child in the special program;
   b. *Personnel involved* — All personnel with direct responsibility for providing instructional and/or related services, the parent, and the child will be involved in the development of the child's individual instructional plan and in the establishment of specific measurable objectives to be achieved in each area or segment of the child's program.
2. Content of Plan: The individual instruction plan will:
   a. incorporate the findings and recommendations from the child's individual education plan; (See page 00);
   b. provide for revision of annual goals or the establishment of new or additional long-range goals which may be made during or after the six-week initial placement period;
   c. specify short-term measurable objectives to be reached by the child in each area of instruction or related service. These short-term objectives will be developmental and sequential, leading to the achievement of the annual goals specified in the IEP. Each objective will include a statement of when, how, and by whom the objective is to be measured. Objectives will be established for each child in the cognitive, affective, and psychomotor domains;
   d. specify procedures, media, and materials to be used in the instructional process leading toward the achievement of each objective;
   e. specify the procedure through which each child's progress will be periodically reviewed by all personnel involved in his/her instructional program and new short-term objectives established.

Individual Progress Report

An individual progress report will be maintained for each child in the special education program. This individual progress report will:

1. reflect the child's progress toward the achievement of each behavioral objective established in his/her instructional plan;
2. reflect progress toward the achievement of established long-range goals;
3. report instructional procedures, methods, and materials found to be effective in the achievement of specific objectives;
4. reflect instructional settings (i.e., small group, individual) found to be effective in the achievement of specific objectives;
5. report the timing and sequence of the establishment of additional short-term objectives as the school year progresses;
6. serve as the basis for reporting each child's progress to his/her parent(s).

Reevaluation of Placement

Each child's placement will be reevaluated on *at least an annual basis* to assure that the child is succeeding and to determine if a more appropriate placement is needed. More frequent evaluation may be requested by the child or any other person who has reason to believe a reevaluation is pertinent.

The annual review of each child's placement will take into account all information gathered from the measurement of the effectiveness of the long- and short-term behavioral objectives established in the child's individualized instructional plan.

Timing of Program Model

The sequence and timing of events in the program model are included as Figure 6, showing the weeks over a year span for each event in the planning activities.

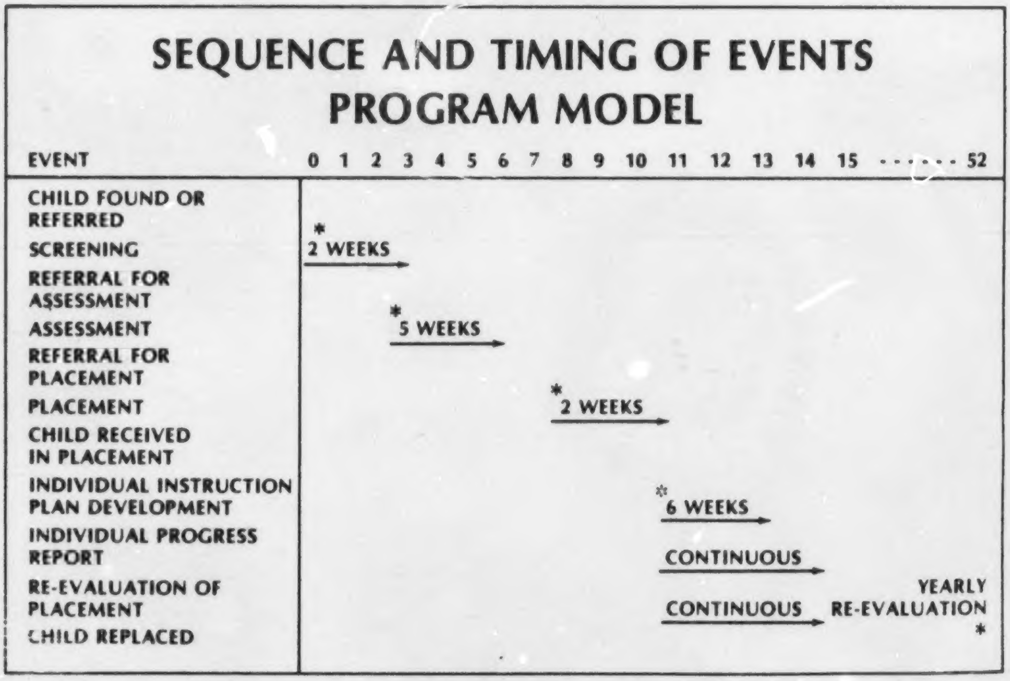

Figure 6

II. Responsibilities for Special Education

The statements of responsibility presented here have been written to be consistent with the administrative philosophy that the building principal is the educational leader of the school and is responsible for all programs within that school. The planning team should review these statements of responsibility and develop statements that are consistent with the administrative policy of their own local school system.

The goal of this activity is to develop a set of statements that can be agreed upon by administrators and program specialists and that will serve to delineate clearly the basic responsibilities involved in providing a full services program.

State Department of Education

The Department of Education is the state agency with primary responsibility for insuring that educational services are provided to all handicapped children from the age of 3 to 21, thereby fulfilling the state's mandate of providing free, appropriate, public education for handicapped children. In this process, it is intended that local education agencies (LEAs), other state agencies, institutions, and private organizations be utilized to provide the required educational services so that all handicapped children are receiving all necessary educational services by the 1976-77 school year. In meeting the above stated goals, handicapped children are to be educated in the least restrictive setting appropriate to their individual needs.

To accomplish the objective of serving all handicapped children, it is the responsibility of the Department to:

- Determine eligibility criteria for those to receive special education services,
- Provide or cause to be provided all necessary special education services,
- Establish regulations and guidelines pertaining to the education of handicapped children,
- Establish implementation guidelines and facility specifications for special education services,
- Establish certification requirements for personnel providing services to handicapped children,
- Provide assistance to LEAs in implementing and operating educational programs for handicapped children,
- Review and approve implementation and operation of education programs for handicapped children to ensure conformance to established standards and guidelines,
- Receive, disburse, and administer state and federal funds designated for education of handicapped children,
- Establish guidelines to protect student and parent rights, particularly in the areas of due process and confidentiality of information.

Division of Special Education

The Division of Special Education has the leadership role in expanding and developing educational programs for handicapped children in the state. It provides guidance in the implementation of State Board of Education regulations and policies governing the education of handicapped children and provides direction and assistance for special education in the State.

It is the responsibility of the Division of Special Education to:

- Serve as the advocate for special education in the Department of Education and state government,
- Work closely with and provide staff support to the State Advisory Panel for Special Education,
- Inform LEAs, parents, and other agencies of the content and implications of state and federal laws pertaining to the education of handicapped children,
- Perform statewide planning for educational programs and services for handicapped children,
- Update the State Plan for Special Education annually,
- Develop the necessary procedures, guidelines, forms, and instruments to implement State Board of Education policies, and state and federal laws governing the education of handi-

capped children,

- Monitor implementation of special education programs,
- Monitor special education programs to assure compliance with state regulations,
- Review LEA special education plans and recommend action on them to the Department of Education,
- Aprove LEA requests for state reimbursement for expenditures for special education services,
- Administer Education for the Handicapped Act funds and monitor programs funded from these monies,
- Review proposals for projects involving handicapped students made to other Elementary and Secondary Education Act programs,
- Provide and participate in inservice training for educational personnel,
- Maintain summary information on special education in the state,
- Disseminate information concerning educational programs for the handicapped to interested agencies, organizations, and individuals,
- Participate in accreditation and reevaluation studies of LEAs,
- Review and recommend action on certification requests of special education teachers and other specialized personnel providing services to handicapped children,
- Serve as liaison with other state agencies, parent and professional organizations, and other private agencies serving handicapped children,
- Serve as liaison with colleges and universities preparing personnel to work with handicapped children,
- Serve as liaison with federal projects and national agencies which provide services for handicapped children.

Local Education Agencies

The local LEAs have the primary responsibility for providing appropriate educational programs for all handicapped children between the ages of 3 and 21 who are legal residents of the local district. The basic responsibility for handicapped children is to ensure that all such children receive a free and appropriate education.

The LEA's responsibility for a handicapped child is not lessened if the child is being served by another public agency, institution, or private organization. The LEA has the final responsibility to insure that the needed services are provided, either by providing the service directly or obtaining the service from another source. The organizational arrangements under which handicapped children are served, the agencies providing services, and the types of services provided are determined locally to meet individual situations; such determinations are to be within state guidelines.

To ensure the education of all handicapped children, the LEAs have the responsibility to:

- Seek out and locate all children within the LEA with possible handicapping conditions, including those served by other public and private agencies,
- Provide for the comprehensive evaluation of educational needs, the development of individualized educational plans, and the provision of appropriate educational services for every handicapped child in the LEA,
- Operate educational programs to serve handicapped children in accordance with policies, procedures, and guidelines established by the State Department of Education,
- Coordinate services for handicapped students in the LEA provided by the schools, other public and private agencies, and individuals,
- Contract with other LEAs, public and private agencies, and individuals to provide appraisal, instructional, and support services to handicapped children,
- Extend, at a minimum, equal effort on behalf of the education of each handicapped child as expended for the education of each nonhandicapped child,
- Develop and approve the special education plan and budget and submit the plan, after approval by the local school board, to the State Department of Education,
- Provide a special education inservice training program for LEA personnel to maintain and improve their skills and abilities in serving handicapped children,
- Provide for due process for handicapped children and their parents in accordance with procedures established by the State Department of Education,
- Maintain information records of all handicapped students in such a manner as to protect confidentiality of information and to allow parental access to information,
- Maintain information records of all handicapped students in such a manner as to protect confidentiality of information and to allow parental access to information,
- Provide such reports concerning the education of handicapped children as required by the

State Department of Education,
- Maintain information on state and local educational programs for the handicapped, parent organizations, and other services for the handicapped and provide such information to parents of handicapped children,
- Provide for a multi-sourced diagnostic evaluation and a comprehensive staffing of all handicapped students receiving special education services. All tests administered will be as free of discrimination as possible, considering the population upon which they were standardized and the population to which they are administered.

School Principal

The school principal has the primary responsibility for providing educational programs to handicapped children. The primary role of the principal in this area is to ensure the effective and complete provision of necessary and appropriate services to handicapped children in the school. Specific responsibilities are to:
- Coordinate and administer special education services in the school,
- Supervise educational personnel serving handicapped children in the school,
- Designate and implement educational programs for handicapped children in the school, in accordance with approved policies, procedures, and guidelines of the LEA and of the State Department of Education.
- Promote attitudes of school personnel and parents that encourage the acceptance and inclusion of handicapped children in regular classes and interaction with regular students,
- Receive referrals of students with suspected handicapping conditions from teachers, parents, and others,
- Arrange for appropriate evaluation for those students recommended for evaluation as a result of a screening procedure,
- Supervise the maintenance of child records at the school level and protect the confidentiality of these records,
- Receive teacher requests for assistance and provide or arrange for specialized assistance,
- Implement due process procedures,
- Plan for special education programs in the school and make budget recommendations to the superintendent,
- Participate in LEA plan for special education services.

Teachers Serving Handicapped Children

Teachers who serve handicapped children are teachers of special classes, resource teachers, itinerant teachers, homebound and hospital teachers, child development specialists, and other teachers with handicapped children in their classrooms. Specific responsibilities of these teachers are to:
- Participate in the referral and evaluation processes, as appropriate,
- Cooperate and participate in the development of individual student placement plans,
- Coordinate the development of individual instruction plan for each child, including developmental and sequential short-term objectives leading to the achievement of annual goals specified in the placement plan,
- Provide appropriate instruction to handicapped students,
- Request support and assistance from specialized resource personnel as necessary to meet the needs of handicapped children,
- Provide consultation assistance to other educational personnel, as appropriate,
- Monitor student progress and update individual instructional plan,
- Maintain continuous progress report on student achievement of specified objectives,
- Participate in and conduct periodic reviews of student progress,
- Hold and attend regular parental conferences, and conduct home visits to students and their parents, as appropriate,
- Participate in annual placement meeting of handicapped students, providing Placement Committee with summary of student achievement in prior placement.

LEA Supervisor of Special Education

The Supervisor of Special Education has a leadership role in developing and expanding special education programs in the LEA. The supervisor provides guidance in the implementation of local and state Board of Education policies and regulations governing the education of handicapped children in the LEA. The supervisor's primary responsibility is to coordinate all technical assistance or instructional support services in support of the instructional program for handicapped students within the LEA. The specific responsibilities are to:

- Serve as the advocate for special education in the LEA,
- Work closely with and provide staff support to the local Advisory Committee for Special Education,
- Inform LEA personnel, parents, and other agencies of the content and implications of state and federal laws and regulations pertaining to the education of handicapped children,
- Coordinate LEA planning for educational programs and services for handicapped children,
- Update the LEA plan for special education annually,
- Maintain summary data on special education in the LEA,
- Disseminate information concerning LEA educational programs for the handicapped to interested agencies, organizations, and individuals,
- Provide technical assistance to principals in the supervision of special education programs and personnel,
- Coordinate LEA awareness, screening, assessment, and placement programs,
- Initiate and administer programs to locate and evaluate students with suspected handicapping conditions,
- Monitor operation of LEA programs for handicapped children to assure operation in accordance with local and state approved policies, procedures, and guidelines,
- Provide consultative service, through principals, to teachers serving handicapped students,
- Maintain information on and liaison with other public and private agencies and individuals who provide services to handicapped students in and of the LEA,
- Coordinate the development of LEA inservice program for special education,
- Participate in total LEA inservice program for all personnel,
- Provide liaison with parent and professional organizations.

Appraisal and Support Personnel

These personnel provide additional services to handicapped children or children with suspected handicapping conditions. They include, but are not limited to, educational and psychological examiners, speech and language pathologists and audiologists, school counselors, school nurses, occupational, music and physical therapists, social workers, psychologists, and physicians.

Their work in connection with the implementation of individual goals in the instruction program falls under the supervision of the principal. Their work in connection with appraisal and placement functions falls under the appropriate supervisor of instructional support services. Specific duties vary with the position, but in general their responsibilities are to:

- Participate in the referral, evaluation, and placement processes, as appropriate,
- Assist in the development and implementation of individualized instructional plans for each handicapped student,
- Provide necessary supportive services for handicapped children,
- Provide consultative services to other educational personnel,
- Participate in periodic reviews of student programs.

III. Planning Forms

The following section of the Planning Guide consists of forms to be used in reviewing the existing program and planning for the development of additional program elements leading to a full services program. The forms consist of Program Element statements abstracted from the Model Program.

The first step in the final planning process is for the planning team to revise the program element statements to make them consistent with the team's revision of the model program. The resulting list of program elements should reflect those parts of the local program that the planning team will recommend for implementation.

In using the planning forms, the team should consider each program element independently. First, is this program element adequate as it is currently operating? The term "adequate" should be defined operationally as it is described in the model program. If the team decides that the first program element is adequate, it should be checked off and the next element considered.

If the program element is deemed not adequate at the present time, two possibilities should be considered. It may be possible that the program element can be implemented through administrative reassignment of existing personnel or financial resources. This may be achieved through the reordering of priorities within the instructional program. In assessing available financial resources, the planning team should consider flow-through federal funds connected with P.L. 94-142. If the program element can be developed and implemented in this fashion without additional financial resources, the second column should be checked.

But if, after review of existing resources, the determination is made that additional financial or other resources are needed to develop and implement the program element, the planning team should note in the third column the action and funds required.

Thus, when these forms have been completed, the Planning Guide represents an assessment of what program elements exist currently, what could be instituted with available resources, and what elements will need additional financing to achieve a full services program.

Special Education
Full Services Program Model
Planning Guide

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
A. Awareness System			
1. Policy assuring awareness system			
2. Personnel to administer awareness system			
3. Training program for personnel involved in awareness system			
4. Procedures for awareness system developed			
5. Awareness materials developed			
6. Personnel to conduct mass screening activities			
7. Mass screening instruments available			
8. Personnel to conduct classroom visits			
9. Personnel to conduct home visits			
10. Individual screening instruments available			
11. Personnel to conduct individual screening			
12. Personnel to prepare referrals for comprehensive assessment			
13. Parental permission forms for referral for individual screening available			
14. Parental permission forms for referral for comprehensive assessment available			

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
B. Assessment Activities			
1. Policy providing multi-sourced diagnostic evaluation and comprehensive staffing			
2. Policy assuring protection in child evaluation procedures			
3. Management system to coordinate assessment activities			
4. Trained personnel to coordinate and supervise comprehensive assessment activities			
5. School personnel to conduct assessment activities Psychological assessment Educational assessment Social history Specialized diagnostics Other			
6. Procedures available to secure non-school personnel for specialized diagnostic information as needed			
7. Appropriate diagnostic material available			
8. Procedures for multi-disciplinary staffing			
9. Procedures for comprehensive written report for all children evaluated			
10. Procedure for interpreting assessment findings and recommendations to parents			
11. Procedures for informing parents of procedural safeguards			

Special Education
Full Services Program Model
Planning Guide [continued]

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
12. Facilities for assessment sequence activities			
13. Provision of transportation for family to assessment site if necessary			
14. Inservice training program for personnel involved in assessment activities			
C. Placement Activities			
1. Management system to coordinate placement activities			
2. On-going training program for personnel involved in placement activities			
3. Procedures assuring least restrictive placement in accordance with individual education program			
4. Personnel to coordinate and supervise placement activities			
5. Personnel to staff placement activities			
6. Provisions for released time for personnel to participate in placement activities			
7. Individual education plan developed for every child served by special education program. Children served through placements outside of the division			
8. Facilities for placement activities			
9. Procedures for parental involvement in individual education program			

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
10. Procedures for parental approval of IEP			
11. Placement alternatives:			
a. Regular classroom with supportive services to teacher and/or child through itinerant or resource teacher			
b. Diagnostic classroom placement			
c. Regular classroom with part-time placement in resource room			
d. Special classroom allowing integration with non-handicapped students for certain programs and activities			
e. Self-contained special classroom for all or a major portion of day			
f. Special center or school			
g. Public day school program			
h. Private day school program			
i. Residential programs providing special education and related services			
j. Home and/or hospital instruction			
k. Home and center based preschool instruction for children and parents			
12. A full range of supportive services available			

Special Education
Full Services Program Model
Planning Guide [continued]

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
13. Procedures to assure confidentiality of records			
14. Procedures to assure due process rights for children and parents available			
15. Due process procedures for LEA			
D. Instructional Activities			
1. Policy assuring individual education plan for all children served directly by LEA or through services outside of LEA			
2. Policy assuring individual education plan for all children served outside of LEA to fulfill intent of free, appropriate public education			
3. Program standards for each type of program alternative			
4. Management system to assure involvement of instructional and support personnel working with an individual child to participate in the development and implementation of the child's individual instruction plan			
5. Facilities to assure optimum instructional program			
6. Instructional materials to assure appropriate individualized instructional programs			
7. Procedure to assure periodic updating of individual instruction plan and setting of new objectives			
8. Procedures for annual review to assure appropriateness of IEP			

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
9. Staff supervision available			
10. Technical assistance available			
11. Facilities for support service personnel where they work with children			
12. Clerical help for support service personnel to assist in report preparation			
13. Clerical help for instructional personnel to assist in maintenance of individual education plans			
14. Procedures to assure participation of teachers in parent conference activities			
15. On-going inservice training program for all personnel involved in instructional activities with handicapped children			
E. Administration and Supervision			
1. Statements of responsibilities for special education program developed and published			
2. Personnel to supervise total program			
3. Advisory committee (including parents and handicapped individuals) appointed and operational			
4. Special education plan developed and published			

Special Education
Full Services Program Model
Planning Guide [continued]

Program Element	Adequate?	Can be developed without additional resources?	Action required for adequate development?
5. Program and procedures manual developed and published including: Special education policies Roles and responsibilities Awareness and screening activities Assessment activities Placement activities Instructional activities Due process procedures Confidentiality procedures Forms and usage instructions			
6. Inservice training program for all personnel (instructional and non-instructional) who deal with the handicapped			
7. Approval of local plan by local school board			
8. Approval of local plan by State Department of Education			

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